

CURRICULUM JOURNAL

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News Paragraphs

COOPERATION IN TEACHER EDUCATION. Twelve of the sixteen original member organizations were represented by from two to three persons each at the spring meeting of the new Council on Cooperation in Teacher Education. Sponsorship of the new enterprise by the American Council on Education was announced on this occasion. Officers for the coming year to succeed Karl W. Bigelow and Harold E. Snyder of the Commission staff, who have been serving during the period of development, were elected as follows: chairman, Hollis L. Caswell of the Department of Supervisors and Directors of Instruction; secretary-treasurer, J. Cecil Parker of the Society for Curriculum Study.

Particular attention was given to problems in teacher education that are resulting from the national war effort. One of the working committees reported that high professional standards during wartime and for the post-war period are of crucial importance in the education of America's children and young people. It is necessary to take positive steps now to prevent the recurrence of such developments as jeopardized professional standards after the war of 1914-18.

A committee drew up the following principles for the guidance of the Council's functions:

1. The function of the Council on Cooperation in Teacher Education should be primarily to make pro-

posals for the improvement of the teaching service.

2. The Council should have as one of its principal concerns the coordination of the professional resources of its member organizations.

3. The Council should confine its efforts as closely as possible to the educational problems directly related to teachers and teaching.

4. The Council should give the major part of its attention to the long-term type of problem—those difficulties that will in varying forms be most likely to continue for a period of years.

5. The Council's recommendations to its member organizations should constitute the extent of its legislative authority.

6. The first proposals of the Council to its member organizations should be such as to encourage specific action and should be limited in number.

Questions about the Council and its affairs should be addressed to Hollis L. Caswell, professor of education, Teachers College, Columbia University, New York City.



POSTWAR RECONSTRUCTION. The following pamphlets on problems of postwar reconstruction are available free of charge (ten copies free) from the Carnegie Endowment for International Peace, 405 West One Hundred Seventeenth Street, New York City. More than ten copies are sold at the following schedule of prices: 11-100 copies, 5 cents each; 101-500 copies, 3

cents each; over 500 copies, 2 cents each.

The Atlantic Charter—The Eight-Point Declaration of President Roosevelt and Prime Minister Churchill, August 14, 1941, with Summary of Recommendations of the Commission to Study the Organization of Peace, 8 West Fortieth Street, New York City.

Foundations of the Peace, by Vice-President Henry A. Wallace (reprinted from the *Atlantic Monthly*, January, 1942).

The World We Want, by Malcolm W. Davis, Associate Director of the Carnegie Endowment for International Peace (reprinted from Report and Monographs of Commission to Study the Organization of Peace in *International Conciliation* No. 369, April, 1941).

Lines of Action in Economic Reconstruction, by Mordecai Ezekiel, Member of Committee on Postwar Planning, United States Department of Agriculture (reprinted from the *Antioch Review*, Fall, 1941).

Planning the War for Peace, by Helen Hill, Executive Director of National Policy Committee, Washington (reprinted from the *Virginia Quarterly Review*, Winter, 1942).

An Appraisal of the League of Nations, by Benjamin Gerig, Professor of Government at Haverford College (reprinted from Report and Monographs of Commission to Study the Organization of Peace in *International Conciliation* No. 369, April, 1941).

Can We Save Free Enterprise? Postwar Economic Plans, by Charles E. Wilson, President of General Electric Company (reprinted from the *American Magazine*, November, 1941).



TEACHER AS BUILDER OF MORALE.

Readers may be interested in excerpts of a letter to teachers of Hawaii written by Superintendent Oren E. Long on the occasion of the reopening of the schools after the attack on Pearl Harbor:

"Your relationships and contacts throughout the community must be those of an American teacher. In addition to your other responsibilities, you must assume that of building understanding and morale. The children of the community are your major responsibility. To calm and reassure them is both your privilege and duty. Of necessity, your contacts with children will mean also contacts with their

homes. You face the greatest challenge you have ever faced—a challenge to constructive and helpful leadership. Teachers not only *can* do more than any other group to bolster the morale of children and parents, but they *must* do more. There is no place for negative influence. Any act of a teacher which disturbs children and parents at this critical time, which breaks down their confidence in themselves, must be considered hostile to vital interests of the community and of the nation.

"Let us keep constantly in mind that America is not making war on citizens of the United States or on law-abiding aliens within America. Innocent children and parents must not suffer unnecessarily. Teachers have no greater opportunity to be constructive than in this field.

"As teachers, we are not a group apart; we are members of this community, reflecting the morale of the community and helping to build it. In so far as we contribute to civilian morale, we are able to help children and parents escape undue disturbance. In so far as we allow personal prejudices and intolerance to guide our actions, we break down community solidarity at a time when civilian and military leaders are almost prayerfully pleading that unity be maintained.

"The best way to build personal and group morale is to keep busy. I observed that the unexpected closing of schools on December 7 affected teachers in different ways. Those who immediately found some useful sphere of action had very little difficulty in making adjustments. They did not have time to worry or to entertain wild rumors, passing them on (sometimes) with due embellishments. With the opening of school, there will be

limitless opportunities for work within the school and also in the community.

"Under no circumstances become a bearer of tales. We have all heard them, but let none of us be guilty of repeating them. The next time someone with lowered voice and furtive glance passes on one of these 'have-you-heard' yarns, ask him who told him, what the authority is, and what the object is in repeating it.

"The chief obligation of every civilian is to put his own mental and emotional house in order, to develop the poise, courage, and stability that will enable him to help others."



DIRECTING ABLE STUDENTS INTO HIGHER EDUCATION. Growing out of a survey of professional man power resources which can be supplied by the colleges and universities conducted by C. S. Marsh, vice-president of the American Council on Education, the following steps are suggested in directing students into higher education:

1. *Standardization of selective service deferments for training in certain occupations.* In the last World War only medical and dental students were deferred or excused from military service. In this conflict it may become necessary to defer those in training for many other occupational fields. This is a war of microscopes and drafting rooms and test tubes. To date the Selective Service Boards have been fairly lenient in granting deferments for youth in higher education, but no doubt better use of the facilities of colleges and universities could be made if some national policy of occupational training deferments were stated.

2. *Financial aid to qualified youth.* Youth with high mental ability should be financially aided to continue their education. The federal government should provide the funds to the individual youth if necessary. Money should not be an obstacle in the acquisition of the most necessary resource for the war effort—trained men to plan and produce the materials on which victory depends. Such financial aid also might be the deciding factor to a youth who is trying to choose between continuing his education and taking an industrial job.

3. *Stimulation of secondary school students to enter fields in which shortages exist.* Since many American colleges draw a majority of their students from neighboring areas within a radius of one hundred miles, it should not be an impossible task for a college staff to keep a fairly close check on the qualifications, aptitudes, and abilities of the boys and girls in all secondary schools in its area. In this way guidance toward professions in which shortages exist could be started in the early years of secondary education. Probably no more than ten per cent of the secondary schools of the nation have skilled guidance counsellors. Without guidance and stimulation it is easy for a talent in chemical research to be submerged under the acceptance by family and student that Johnny will become a lawyer or banker.

4. *More careful counselling of women matriculants.* Although the number of women students in institutions of higher learning has risen steadily during the century, the survey shows that of the 172,000 graduates who will leave college this year, either as graduates or postgraduates, roughly one-third will be women. If women

would take up studies in the occupations at present greatly undermanned, a great potential pool of workers would be established.



SCHOOL AND COMMUNITY STUDY POSTWAR RECONSTRUCTION. One of the most promising activities carried on in Shorewood High School for building morale was a series of faculty-student discussions on "The Challenge That Is Ours—Our War and Peace Aims." The first panel, conducted by seniors, was on "We Begin to Think." As a basis they used such articles as the editorial by Henry Luce in a recent issue of *Life*; an article by Goodwin Watson on "Youth and the Imperatives" in the *Teachers College Record*. They assimilated the material so thoroughly that their discussion was a vital challenge to both students and teachers. On the next day the teachers of all social studies classes continued the discussion with their students. As a culmination of the series, social studies and English teachers in cooperation have asked every pupil as a semester requirement to write a paper on "What Kind of an America Do I Want Tomorrow?" The writers of the best five from each of the six grades were guests of the Shorewood Cooperative Club at a dinner meeting. At this meeting a representative from each grade read his paper. It is significant that the proposal to have students write such a paper came from the Cooperative Club, an organization of business and professional men, for the proposal carries with it the implication that changes lie ahead and we had better find out what we want. Following the meeting of the Cooperative Club, the six students who read their essays were asked to appear before the following community groups:

a world relations study club; a women's affiliate of the Cooperative Club; and the Milwaukee Rotary Club. The *Shorewood Herald*, local newspaper, is publishing twenty-four papers not read before the Cooperative Club, one each week.



SALVAGING LICENSE PLATES. New license plates had to appear on every automobile by the first of April. "Salvage scrap steel for defense" was the slogan of every Philadelphia pupil and the response was immediate. The girls and boys of Roosevelt Junior High School in Philadelphia brought tags of 1941, found some from 1940, unearthed others of 1939, discovered hidden stores from previous years. Stacks of twenty-five tags each were tied, labeled, placed in array and counted from day to day. One hundred seventy-four stacks were gathered on the best day. An elderly citizen, with youth in his heart, took his own collection representing thirty-three years of driving and gave them to a pupil. The class in general mathematics formulated problems and solved them. Most of the tags were 1941, so it was agreed to use the size and weight of a 1941 tag as a basis, although by measuring and weighing it was known that tags of earlier years were larger, thicker, and heavier. Several bundles were taken back to the room so that each child could see, handle, weigh, measure, and suggest examples and problems that meant practice in arithmetical skills. Questions of weight—one tag, a pair, 25, 100, 500, 1,000, 3,000, 4,350? How many tags in a ton? One-half ton? One-fourth ton? Question of value—scrap price \$10.00 a ton, \$10.25 a ton, \$10.37 a ton. If school collected 500 tags, 1,000, 3,000, 4,350? Questions of area and

volume—if stacked in 25's, 50's, 100's, if laid in straight line, would they reach from the door of the room to the door of the library? The office? Questions answered by graphs—records secured from homerooms, classes, grades. Questions of money value represented by tax—assuming an average tax by getting actual tax figures for the four or five most popular makes of cars. Would this money build a mile or less of concrete highway, tarvia road, macadam road? Interest was unflagging for a week of fun, knowledge, and improved skill in mathematics. Other teachers also used the salvaging of license plates for study and informal discussion.



PILOT TRAINING FOR HIGH SCHOOL STUDENTS. The Civil Aeronautics Administration has begun an experimental program to provide flight training for 210 high school boys enrolled in twenty-one high schools scattered over the United States. The minimum age requirement for this training has been lowered to seventeen years. If the applicant is eighteen or over, his enlistment in the reserve of the armed air forces will be an integral part of his enrollment. An experimental program is being given at the following locations: Columbus, Georgia; Idaho Falls, Idaho; Danville, Illinois; Anderson, Indiana; Battle Creek, Michigan; Mexico, Missouri; Roswell and Santa Fe, New Mexico; Jamestown, New York; Duncan, Oklahoma; Baker, Oregon; York, Pennsylvania; Watertown, South Dakota; Danville, Virginia; Ensley High School, Birmingham, Alabama; Modoc Adult High School, Alturas, California; East High School, Waterloo, Iowa; Flathead County High School,

Kalispell, Montana; Pershing County High School, Lovelock, Nevada; Box Elder High School, Brigham City, Utah; and St. John's Military Academy, Delafield, Wisconsin.



LATIN-AMERICAN PAMPHLETS FOR CHILDREN. Pan American Union announces the publication of a forthcoming series of pamphlets on Latin America for juvenile readers. Two titles already off the press are: "The Pan American Union" and "The Snake Farm at Butantan, Brazil." Other titles to be published at brief intervals include: "General San Martin"; "The Panama Canal"; "The Pan American Highway"; "The Guano Islands of Peru"; "Caupolican"; "The Incas"; "Pizarro"; and "Cabeza de Vaca."



EDUCATIONAL WORK OF THE OPA. The Educational Relations Branch of the Consumer Division of the OPA has had a staff of consultants at work in the workshops in twenty colleges and universities. Two staff members spent three weeks in each institution and then returned to Washington for a final report and conference regarding the plans for the next year. Those who served as consultants included: William B. Brown, Director of Curriculum, Los Angeles City Schools; William W. Alexander, Professor of Education, University of Tennessee; J. Cecil Parker, Director of Michigan Curriculum Program, State Department of Education; Ed McCuiston, Supervisor of Negro Schools, State Department of Education, Little Rock, Arkansas; and Keith Tyler, Professor of Radio Education, Ohio State University. Alvin C. Eurich of Stanford University is Chief of the Divi-

sion. J. Paul Leonard, Warren Seyfert, and Howard Wilson cooperated in developing the program. Mr. Leonard will return to Washington on September 1 to continue as consultant to the OPA until January 1.



VOCATIONAL GUIDANCE FOR VICTORY. "Vocational Guidance for Victory" is the title of an eighty-page manual recently issued by the War Service Committee of the National Vocational Guidance Association. Including contributions by fifteen government officials dealing with the nation's man power, the publication brings together for the first time information on all aspects of the American wartime labor market. Special attention is given to opportunities in the armed forces, including the operation of the Selective Service and Army Personnel Classification Systems. Employment and training opportunities in war industries are set forth. There are sections on the new jobs open to women and on the problems of rural youth, the physically handicapped, and minority groups. Single copies of the manual may be obtained for fifty cents from the National Vocational Guidance Association, 425 West One-Hundred Twenty-Third Street, New York City.



SOUTH OF THE RIO GRANDE. The Bureau of Publications of Teachers College, Columbia University, has recently issued a booklet entitled "South of the Rio Grande—An Experiment in International Understanding," that reports an experiment carried forward during the past year by the two sixth grades of Lincoln School under the special direction of Tomsie Baxter

and Thomas J. Francis, sixth grade teachers. The report describes the activities and includes a full bibliography of the books, magazines, and pamphlets found especially useful, lists of song material and records, of films, of trips taken, and excerpts from the children's work, their comments and questions, an outline of a discussion, a list of the maps they made, and a practical description of how these maps were made.



CALIFORNIA'S SECONDARY CURRICULUM. The April and May, 1942, numbers of the *California Journal of Secondary Education* contain a symposium of the curriculum organizations in California secondary schools. Schools represented are: Palo Alto Senior High School; Sequoia Union High School; Westwood Junior-Senior High School; Fortuna Union High School; Oakdale Joint Union High School; Carpenteria Union High School; Modoc Union High School; Fillmore High School; Pasadena schools; Los Angeles schools; Oakland schools; Sacramento schools; Long Beach schools; San Francisco schools; and Santa Barbara schools.



THREE DECADES OF SERVICE TO THE CURRICULUM MOVEMENT. Many friends of W. W. Charters met for a day at Columbus to mark his retirement from the direction of the Bureau of Educational Research. From his remarks we quote the following excerpt which shows Mr. Charters' continuous interest in curriculum research: "The years since 1900 have been the golden day of the pioneer. I came out of Chicago in 1904 with the germinal idea of functional edu-

cation planted in my mind. I played with the application of that point of view in methods of instruction. This led me into the curriculum where I have stayed for thirty years. . . . Since 1912 I have been interested in curriculum research as my major professional enterprise. I have had all the enjoyment of a pioneer in helping to develop curriculum techniques and content and in watching the rapidly-expanding work of many people to give the children in the schools the curriculums, courses, experience, and training that will directly fit them to meet the problems of living in a contemporary world."



CATALOG OF RECORDINGS FOR SCHOOL USE. *Recordings for School Use*, by J. R. Miles and R. R. Lowdermilk, is a recently published catalog, containing a comprehensive listing and evaluation of all commercially available educational recordings. The project which culminated in this catalog was sponsored jointly by the Recordings Division of the American Council on Education and the Evaluation of School Broadcasts. The volume is the first of a series of six books which will include a complete treatment of the whole field of radio as it affects children of school age based upon the five-year study conducted at Ohio State University under the direction of I. Keith Tyler.



WYOMING CURRICULUM CONFERENCE. The University of Wyoming held its annual curriculum conference at Laramie on June 19 with Professor W. W. Charters as the guest speaker. The state department was represented by Superintendent Ester Anderson and

the Commissioner of Education, Ray E. Robertson, who gave a progress report of the policy, citizens' advisory, research, and executive committees of the state curriculum organization. Special interest sections met informally at luncheon and then broke up into sectional meetings to discuss their problems with resource persons and representatives of lay groups. The university sponsored the conference in connection with its Workshop on Curriculum and Instructional Problems, which met from June 15 to July 25 under the direction of Dean O. C. Schwiering of the College of Education and Dr. H. R. Meyering, Teachers College, of Kansas City. By following a continuous program of curriculum revision, Wyoming is attempting to meet the problem of distances, teacher shortages, and other situations brought about by the national emergency.



BUSINESS EDUCATION AND THE WAR. *Adjusting Business Education to War Needs* is the title of a seventy-six-page manual prepared and released by the Commercial Education Association of New York City and vicinity as part of business education's contribution to the war effort.

Four special groups are recommended for training in the high schools, private schools, and colleges of the country. The suggested trainees include high school seniors and post-high school students awaiting draft, preparing for enlistment, or desirous of entering the civil service or defense plants; adults in need of refresher training; and those now in military or naval bases for whom needed clerical training may be provided in nearby educational institutions. The man-

ual was edited by Dr. Hamden L. Forkner of Teachers College, Columbia University.

Copies of the manual may be obtained from the New York University Bookstore, Washington Square East, New York City, at twenty-five cents per copy. ♦

INSTRUCTIONAL MATERIALS FOR WAR INDUSTRIES. The Division of Industrial Education of the Pennsylvania State Department of Public Instruction has established a curriculum laboratory for the purpose of assisting local vocational schools, defense training centers, and industries in developing and publishing instructional materials such as: course outlines; instruction sheets; job analyses; job sheets; operation sheets; and information sheets. Full staffs are employed in four industrial centers preparing these materials for a number of occupations, including shipbuilding, ordnance manufacturing, aircraft manufacturing, and air depot occupations.



BRIEF ITEMS. C. Leslie Cushman, long active in the Society for Curriculum Study and a member of its Editorial Board, has been elected Associate Superintendent of Schools at Philadelphia, Pennsylvania. He will take office not later than February, 1943. * * * Alvin C. Eurich is on leave of absence from Stanford University and is serving as chief of the Educational Relations Branch of the Office of Price Administration. * * * Walter A. Anderson, formerly Associate Professor of Education at Northwestern University, has accepted a new position in the Department of Education at Montana State University,

Missoula. * * * Leslie W. Johnson, who, during the last year, was in charge of the development of the Materials Bureau at the University School of the University of Kentucky, has recently become the director of curriculum in the Superior, Wisconsin, public schools. * * * Schools and colleges wishing to keep up with the current output of pamphlets may be interested in *The Pamphleteer Monthly* which is an index to free and inexpensive printed materials. The address is *The Pamphleteer Monthly*, 313 West Thirty-Fifth Street, New York City. * * * *Research Studies* of the State College of Washington, a publication containing a condensation of masters' theses in education, contains several titles which pertain to the curriculum. * * * About 150 presidents of teachers colleges attended the School for Executives at Pine Lake Camp near Battle Creek, June 15-26, held under the auspices of the American Association of Teachers Colleges in cooperation with the Commission on Teacher Education and the Kellogg Foundation. * * * Work on the revision of the course of study in language arts is continuing in the city of Buffalo, New York. * * * Over a period of six years, all the art teachers in Des Moines, Iowa, have worked together on Saturday morning on common problems in the teaching of art. * * * John E. Brewton, Associate Director of the Division of Surveys and Field Studies, Peabody College, long identified with curriculum programs in the South, has been appointed Dean of the Graduate School and Acting Director of the Division of Surveys and Field Studies of Peabody College.

Curriculum Development in Local School Systems

ATLANTA, GEORGIA. Our main objective for this year was living and growing happily in the home, school, and community in a democratic way. I feel that our objective was translated into action through our stimulating and worth-while meetings, demonstrations, committee work, conferences, discussions and everyday classroom teaching. The teachers were encouraged to evaluate their own services and, in turn, to have the children purpose, plan, carry out, and evaluate their own activities. Evaluations received more attention than ever before by supervisor, teacher, and child.

There is probably no better technique for the improvement and promotion of teacher growth than good demonstration work. The demonstrations, which have been given for the past scholastic year, were on language arts with particular emphasis on reading. The lessons were given in a natural classroom situation in various schools throughout the city, with all members of the class present. The pupils were grouped according to their needs, abilities, and experiences.

The kindergarten-primary supervisor assisted the teachers who gave the demonstrations by meeting with them in groups, in individual conferences, and in visitations to their classrooms. On these occasions interesting discussions took place; worth-while experiences were shared; opinions were exchanged; and suggestions were given in this cooperative thinking and planning.

Emphasis was placed on purposeful activities going on during independent periods, while the teacher was occupied with a group close to her in front of the room where she was presenting new work. Many worth-while things were done by the little people at this time as they moved quietly around, working individually or in small groups. Real learning was taking place.

After December 7 wartime activities were used constructively in each demonstration lesson. Special attention was given to citizenship, health, and safety in helping to win the war.

The purpose of the supervisor for these demonstrations was to have a group of teachers observe: (1) the development of readiness by building a background for reading in each classroom that was varied; (2) the development of comprehension by starting the child where he was and taking him on at his own rate; (3) independent work periods during the lesson; (4) the development of a love and desire for reading; and (5) the conference period before and after the lesson.

At the close of each language art demonstration the supervisor, with the teacher and principal, conducted a discussion of the work observed. The teachers felt free to discuss many situations which arose during the lesson and to offer constructive criticism and suggestions.

During this conference, contributions were made by the visiting teach-

ers and principals concerning the development of good working habits and attitudes; the development of self-reliance and independence; the acceptance of responsibility for duties and carrying them out; the feeling of good will and an appreciation of the work of all. Ethel Massengale, Supervisor, Kindergarten, First, Second, and Third Grades.



BIRMINGHAM, ALABAMA. The present curriculum improvement program in the Birmingham Public Schools was begun in the fall of 1935. The following are some of the activities taking place since that date:

1. The conducting of a survey to determine the needs of Birmingham and its schools. All of Birmingham's 1,500 teachers took part.

2. The establishment of a curriculum laboratory to provide work facilities and materials to teachers working on curriculum problems, and to make available a greater variety of instructional aids for use in the classroom. The curriculum laboratory now houses more than 13,000 books, bulletins, and magazines, and more than 90,000 other items. Nearly 7,000 teachers have made use of the laboratory since its founding.

3. The development of approximately 3,000 units of work in Birmingham classrooms. Eight hundred of these were written up and made available in the curriculum laboratory.

4. The production of many bulletins by committees working under the supervision of a steering committee. These bulletins were mimeographed and distributed to teachers.

5. The furnishing to several hundred teachers of materials to be used in preparing grade meeting talks on

phases of Birmingham's Character Education Program.

6. The compiling periodically of suggestions from teachers concerning improved classroom procedures. Many of these may eventually find a place in a revised course of study.

7. Working with other organizations to establish a visual education library.

8. Encouraging teachers to focus classroom activities upon the priorities as given by the Educational Policies Commission in its publication, *A War Policy for American Schools*. I. R. Obenchain, Director of Curriculum.



CANTON, OHIO. Canton's most recent contribution to the common problem of curriculum revision has been in the field of social science. These courses of study, recently released from the press, mark another milestone in the educational progress of the city; they have appeared in a convenient, printed form instead of the cumbersome mimeographed form previously in use. This has been made possible by a most complete printing shop in the recently built Timken Vocational High School.

Our courses of study are produced by regular teachers and principals, under the guidance and stimulation of Mr. J. H. Mason, superintendent of the city school system. Most of the work is accomplished in the hours following the close of the day's school session. The only expert assistance was given by the director of the training school of a neighboring state university, and this was on a basis of friendly interest that involved no financial consideration.

The committee was composed of three principals, Mr. M. P. Watts of

the Gibbs School, Miss Lena Fowler of Belle Stone School, and Miss Ruth Skeeles of Worley School, along with several outstanding teachers from each grade. Preliminary preparations included a visit to the libraries of Ohio State and Columbia Universities, as well as an examination of recent courses from other cities.

In Canton social science combines geography with history in grades three, four, and five, and it is taught as a single subject. In grades six and seven, geography and history are taught as separate subjects. In grade eight, history and civics as separate subjects cover the field of social science. M. P. Watts, Principal, Gibbs School.



CHATTANOOGA, TENNESSEE. An organization was set up in January, 1940, for the improvement of school-work and for reorganizing the curriculum. We began by appointing a Central Planning Committee composed of teachers and principals from the various schools of the city. Their duties were to select study areas for which a need was felt, to organize the teachers into groups for study, and to act as a steering committee for the entire program.

The areas selected for study were health, safety, language arts, fine arts, visual aids, recreational facilities, natural science, social science, child study, and juvenile delinquency. Each teacher and principal was encouraged to study in the area in which he had a particular interest. A chairman was elected in each group to plan the course of procedure in the study and to direct the discussion.

Meetings organized on the grade levels were held at alternate intervals

with the study area meetings, at which time suitable units were presented, analyzed, tested later in classrooms, and finally published for teachers to use. It is planned that in this way the best materials known to any group may be made available to all the teachers.

The findings of these groups were published recently and placed in the hands of the teachers for further testing. Thus it is planned that the curriculum may be constantly improved as the study groups continue their research and as new units of work are developed and presented to group members for testing in the actual classroom work. A large proportion of the teacher personnel is taking part in the construction and organization of materials, and the entire group is having at least a listening part in the study and grade group presentations. B. T. Welch, Principal, Junior High School.



DADE COUNTY, FLORIDA. In the field of recent curriculum development in our schools, the principal features have been characterized by an increase in vocational and shop studies, the addition of a required third year in social studies and a second year of required science for high school students. More attention is being given to mathematics, science, and physical and health education. This last subject is being required of all students every day and a definite part of the school assigned to it. No one is excused from this subject. Even those who are physically unable to take the body-building exercises must take the health work.

Instruction in all subjects has been characterized by greater responsibilities

being assigned to students themselves. Students participate largely in the conduct and operation of their schools and classes. Citizenship and responsibility are emphasized in every grade and class throughout our system.

The Dade County Schools operate as a county unit system with approximately 1,500 teachers. These teachers are highly organized into twenty-four professional study groups following their subject field. These organizations serve for social and professional improvement as well as for curriculum development. Officers are elected annually and regular meetings are held monthly. Each group undertakes one or more projects for study during the year, such projects arising out of felt needs in the subject area in which the group is particularly interested.

Space does not permit analysis of the work of these groups. Suffice to say that our teachers are enthusiastic over this democratic method of curriculum study and are securing praiseworthy results concerning not only *what* to teach, but also how to *teach*.
I. T. Pearson, Director of Instruction.



CORVALLIS, OREGON. In 1939 the Corvallis curriculum was organized on the unit plan, and a series of committees was set to work to evaluate the school situation from every possible angle, including such items as report cards, textbooks, areas of learning, scope, sequence, guidance, school legislation, and salaries so that as complete a background as possible could be obtained to further curriculum development.

Through the work of these committees fifteen accomplishments were listed. Among them were the establishment of a scope and sequence chart

for the first six grades; a new type of elementary report card; a cumulative record system for each child; and a survey of the remedial reading problem in the system.

In the fall of 1939, the committees were reorganized into grade-unit groups in the elementary schools, and into subject-matter groups in the junior and senior high schools. These groups appraised the work of the previous committees and brought into line any discrepancies in terminology and organization of content.

In the fall of 1940, the entire elementary staff of teachers and principals established a curriculum workshop under the guidance of Dr. Hugh B. Wood, University of Oregon, and J. F. Schenk, city superintendent of schools.

As a result of the workshop studies the teachers produced a series of provisional subject matter and grade area charts showing the sequence and correlation of the various areas of learning. In addition a handbook was organized which presented the educational philosophy of the group and explained the use of the above charts. A section which presented some guiding principles in the construction, presentation, and evaluation of units was also included.

During 1941 and 1942, the junior high school corps of teachers continued the workshop and completed an overview of the year's work. As a result they have refined their philosophy of education and set up their primary and secondary objectives. From their study they are developing coordinating charts in the various subject-matter fields and a handbook to guide new teachers in the use of these charts. Robert L. Houck, Principal of Harding School.

FORT WAYNE, INDIANA. We proposed a program of curriculum improvement to our Board of Education just ten years ago. It was approved and submitted to our teachers where we found a most wholesome response. The endeavor was planned on the senior high school level first in English, history, science, and industrial fields with the instruction that the date of completion was of least importance. Some of the finest interest, contributions, and results we have ever shared came from these endeavors. This work has continued to the present moment with revision about every three years. Our principals had a very important part in the development. Our research department made many excellent studies and made contributions of great value.

The same procedures were followed in our junior high schools and in the elementary schools. The committees were overlapping as to grade and many took their work to universities during the summer for criticism and evaluation.

We directed the work with members of our own staff. We built reference libraries, added surveys, used year-books and all other suitable aids.

We studied our homes, our city, and our children with a view of enriching the training offered. It was an educational endeavor that has proved helpful in every direction. The results were apparent from later studies of pupils' progress made by our research department. Merle J. Abbott, Superintendent.



GARY, INDIANA. Last year, 1940-41, committees of principals and teachers working with the supervisor of kindergarten and primary grades developed a unified program for children

of those grades. This year that program has been tried out, modified, and amplified.

In the middle grades this year the social study and science programs have been revised and tentative outlines developed. The work has been done by teachers, principals, and the supervisor of the middle grades. In working out these outlines, effort has been made to plan activities so as to make a better integrated program for the children of these grades. More attention has been directed to arranging for actual experiences, and after that to the use of audio-visual aids and wide reading. This coming year attention will be given to modifying the English and art work to contribute more directly to the objectives that have been set up for the educational program of these grades.

In secondary grades the groundwork for curriculum revision has been laid through studying community needs and how the offerings can be broadened to make the work more functional. Considerable experimentation has been carried on to determine how to modify methods of classroom procedure to secure more active interest and better results generally. One experiment has been concerned with the use of audio-visual aids in classroom work. Another has been in ways and means of various teachers working together to improve command of the English language. Next year work will be started under the direction of the supervisor of secondary education to put in writing the new program. Bernice Engels, Supervisor of Elementary Education.



HOUSTON, TEXAS. In Houston, Texas, we are revising practically all of our courses of study to adapt them

to the twelve-year program recently adopted, and to make changes needed in meeting wartime demands.

In the field of social studies we are strengthening our work in Latin-American geography and history, introducing appropriate materials into existing units at every grade level rather than offering some one unit based on Latin America. In the same way we are introducing new materials on India, China, Japan, and such other regions of Asia as are likely to figure prominently in postwar affairs, as well as in the present war crisis. For many years we have studied something on ancient China and Japan; but we have done too little with present-day Asia. Wherever possible, in junior and senior high schools, we are increasing our emphasis upon present-day world geography, directing special attention to essential raw materials; to international trade; and to such place geography as the average citizen needs to know in order to read current newspapers intelligently and to such modern interpretations of directions and distances as are being given to our aviators.

In all grades we are stressing, even more than heretofore, American democracy and our duties and responsibilities as American citizens, implementing our citizenship training with Red Cross activities, the purchase of stamps and bonds, the conservation of essential materials, and numerous other community services.

In the elementary grades we are stressing those fundamental social problems that tend to persist in time of peace as well as in time of war. At no place in our courses of study do we make provision for little children to discuss "current events" as such. Instead, we are endeavoring to

provide numerous activities through which we can develop active love of country without direct reference to the horrors of war and without building up hatred of our enemies.

In junior and senior high school science we are stressing physics and chemistry. For boys and girls planning to go immediately into industry (or into the Army) we are offering courses in "applied science," in which we are giving them certain essentials of physics and chemistry, even though they do not take the regular physics and chemistry courses.

In the senior high school we are offering next fall a course in *Preflight Aeronautics*. We are, also, writing into existing courses (social studies, science, and mathematics) a great deal of information useful in "air conditioning" the whole body of students.

More than ever before we are stressing industrial arts for girls as well as boys, and we have condensed our courses to give a greater amount of work in fewer hours, especially in mechanical drawing and machine drawing.

Like every other school system, we are emphasizing nutrition, physical fitness, and health. In fact, we are striving to put into effect, as rapidly as possible, a great many of the excellent suggestions being furnished by those who are making a special study of the ways in which the schools can help to win the war. Mabel Cassell, Director of Curriculum.



MINNEAPOLIS, MINNESOTA. A language arts committee, one composed of principals and teachers, made a preliminary study of how language composition is related to the total school program. They tried out one survey

technique and now, after a revision of their materials, are prepared to make a city-wide survey next year. Dr. Dora Smith of the University of Minnesota is serving as an adviser to this committee.

Next year this committee will report to the entire principals' group, not only on the results of the survey, but also on these topics: the functional opportunities of a modern curriculum to promote language development; the improvement of the mechanics of oral and written expression; a study of the place of the language period in the total program in the Minneapolis public schools; and the encouragement of creative writing.

During the past few years, a group of principals and teachers have kept up a continuous study and evaluation of reports to parents. They have tried out several methods, but have, in general, used the note form of report to parents. Plans were made during the current year for a tryout of a plan for parent-teacher conferences during the coming year. About twelve buildings will participate in the experiment.

Still another group of principals and teachers have been at work on problems of teaching reading in grades 4, 5, and 6. They have held meetings for the purpose of discussing such topics as the characteristics of a good reading program in the intermediate grades, reading materials which are suited to the interest of pupils as well as to their reading ability, the place of the library in the school, etc.

The Guide to the Teaching of Reading in the Primary Grades, which was developed by a committee of elementary school principals, teachers, and the Board of Education librarian, under the direction of the Elementary Education Department, was sent out

to all schools in September, 1940. The introduction of the course was begun during 1940-41 in a series of small group meetings for all kindergarten and primary teachers in northeast and south district schools.

In these discussions the following points in particular were stressed: the kindergarten teacher's responsibility in teaching readiness for reading; the individualization of instruction to meet pupils' needs in first grade; the diagnosis of pupils' needs in second and third grade reading; a well-rounded reading program at each level; the challenge which should be offered the more able readers in second and third grades. Excellent teaching was illustrated in the reading lessons which were given by fifteen teachers.

A complete revision of the elementary school social studies program has been under way since 1938. At that time it was realized that there was a need for reorganizing the curriculum to place greater emphasis on history, community life, and on present-day living. For the past four years the teachers and principals of some thirty schools have developed and have tested a large amount of material for the new program. The new social studies course is expected to appear sometime in 1942.

The work of a committee comprised of teachers, principals, and special supervisors from fifteen elementary schools, over a period of three years, culminated in the appearance of a handbook called the "Early Elementary School." This handbook deals with such topics as: the organization of the first four grades, the school environment, teacher-parent relations including the report card, experiences which promote child development, etc.

The fifteen schools which developed

the materials used the handbook as a professional study guide. The principals and teachers took section after section and discussed it thoroughly. Interested building groups were invited to join in a similar study and, as a result, fifteen additional schools used the handbook. With the assistance of the principals on the committee who developed this handbook, a series of meetings with teachers and principals was conducted in these fifteen schools. The handbook was used as a guide for discussion. Prudence Cutright, Assistant Superintendent.



MONTEBELLO, CALIFORNIA, UNIFIED SCHOOL DISTRICT. Responsibility for leadership in the program to improve the curriculum of the school district has been placed in the hands of an assistant superintendent in charge of instruction. This procedure makes it possible to maintain a consistent philosophy of education and the same general approach to school experiences throughout the school from kindergarten through senior high school. It has been the practice of the Montebello schools to have the major curriculum effort center each year in some particular phase of the schoolwork. During the school year, 1940-41, the reading program was given careful study on each of the school levels. During the present school year, arithmetic is being studied. It is the plan to work particularly in the field of language arts during the school year, 1942-43, and science in 1943-44.

In addition to these general surveys of various areas of the program, special studies are made as particular needs develop. For example, immediately following the declaration of war in

December, 1941, a committee was appointed to develop a bulletin for the teaching of first aid in all of the secondary physical education classes. Another committee was appointed to prepare a bulletin dealing with health problems on each school level.

In order to maintain proper articulation on the different school levels and in order to keep a reasonable amount of uniformity on each of the school levels, it is the practice in appointing curriculum committees to select membership from as large a number of schools as possible. For example, the Mathematics Committee, now completing the study of that field, has in its membership a mathematics teacher from the senior high school, one from each of the three junior high schools, as well as teachers from over half of the elementary schools of the district. In practically every situation a classroom teacher is requested to serve as chairman of a curriculum committee.

A Curriculum Council composed of the chairmen of all standing and special curriculum committees and of the special supervisors meets monthly with the assistant superintendent in charge of instruction to discuss reports and recommendations of the various committees. One of the functions of the Curriculum Council is to maintain a proper scope for each of the several curriculum committees. Committee recommendations clear through the Curriculum Council before going to the Administrative Council. Eventually the recommendations are presented to the Board of Education for approval. Cecil D. Hardesty, Superintendent of Schools.

LEADERSHIP IN THE COORDINATION OF SOCIAL AGENCIES

By BESS GOODYKOONTZ

Assistant Commissioner, U. S. Office of Education, Federal Security Agency

IF I READ the accounts accurately, the need for coordination of all agencies working for children and youth is widely accepted as an educational principle and has long since passed the stage of exhortation. Possibly then, the most useful thing for me to do is to summarize what has already been written and to point to one relatively undeveloped area in which coordinated planning and action is much needed.

1. *When a coordinating council or community council or similar group is organized, it usually starts with some specific problem, but if effective, it usually reaches out and affects many related interests.* The first coordinating councils had the prevention and correction of delinquency as a primary interest. The juvenile court, the police and sheriff's department, the probation department, and numerous social agencies held important places in the organization. The initial goals of improving procedures for handling juvenile cases and a reduction in the number of juvenile convictions naturally led to studies of who the juvenile offenders were, where they came from, what community factors seemed conducive to delinquency, what schools and other agencies were doing or not doing. Inevitably the councils were led into planning for community recreation, for vocational opportunities and guidance, for studies of housing needs, and for expanded school programs.

Another illustration of this expansion of interest of community councils has developed recently in the work of the Regional Advisory Councils on

Defense Health and Welfare Services. Under the authority granted him by the President to coordinate health, welfare, and related defense activities, the administrator of the program, Mr. McNutt, has appointed twelve regional directors of defense health and welfare services. Each director in turn has established regional advisory councils to assist him. Membership on the councils include representatives of many federal and state agencies operating in the region, especially those interested in community problems. At the early meetings of the councils accounts were given of the situation in various defense boom towns—the increase in population, the housing situation, the effects on local facilities, school, health, and welfare problems. There were reports of what each agency was doing, and it was soon evident that there were numerous gaps in services. But equally serious, there were few procedures for interstate coordination of social services, though the community problems we now face have numerous interstate aspects. For example, who is responsible in a new defense town for the school facilities for children who come from hundreds of communities in other states? Who interprets to them the school attendance regulations if they are different from those at home? Who provides the clothing or whatever else is needed to get to school? If whole populations are to be moved, as is already the case, what agency can handle interstate problems? Who gets state services together? So far the advisory councils are serving a useful function in analyzing these problems and in

fitting together the patterns of services. Such extension of interest to related problems is typical of councils organized for other purposes and on other levels.

2. *The interaction of agencies working through a coordinating council not only serves to get things done for a community, but in the process modifies and improves the agencies themselves.* This is not a very profound thought, but may be worth while dwelling on because sometimes school people think of themselves as the party of the first part and of all other agencies in a cooperative enterprise as the party of the second part. But in dealing with community problems as they are related to children and young people, it is just as important that health and employment agencies know each other as that schools and health or schools and employment agencies get together.

One of the most frequent comments heard following the first meetings of the advisory councils on defense health and welfare services was that representatives of federal or state agencies working in a given area did not know each other, though frequently they were operating or guiding programs in the same communities and even in the same fields. The opportunity of looking together at the problems of a given community, and then of pooling resources to help to meet them sometimes means tossing a ready-made program overboard and starting over together. This process of "interaction" is really not much more than one of sharpening each other's tools, but as such it is immensely important. To point to only one example, Toledo, one of the four communities in an experimental program of community

organization for family life education,¹ reports an institute on meeting modern problems of family life. Sixty-three community agencies participated, in itself an accomplishment, but the incentive the institute gave these agencies for improving their services is proving most effective.

3. *The process of coordination is one of defining and clarifying the responsibilities and lines of operation of the participating agencies.* Coordination is not synonymous with foginess, with relaxation of principles. Working together on common problems is sure to bring better understanding and to minimize professional distrusters. It does not mean a breakdown of lines of demarcation nor the loss of identity as separate agencies with individual accomplishments. On the contrary, it should clarify the functions and operating techniques of each agency, with resulting increase in efficiency of and respect for the organizations. How this operates is illustrated in a recent publication² of the American Public Health Association which describes a variety of types of community organization for health education, some initiated under health departments, some under school leadership, some sponsored jointly, and each showing significant results.

It may be observed that the operation of a federation or a council of autonomous agencies represents an advanced stage in government. It is simpler to erase all lines of independent action and to start over with only a single authority and a single program. Maintaining the operating in-

¹"Four Communities Pioneer." Reprint from "School Life," Official Journal of the U. S. Office of Education.

²"Community Organization for Health Education." The Report of a Committee of the Public Health Education Section and the Health Officers Section of the American Public Health Association. 1941.

dependence of a group of organizations at the same time that they pool their planning is much harder. But this happens to be in line with our American ideal of organized action, which we maintain is more efficient in the long run than direct-action techniques.

4. *Coordination is a process which can be learned.* Unfortunately, coordination is at present a sloppy term. We use it to mean any one of a number of five-syllable words—cooperation, affiliation, organization, synchronization. We also use it to mean supervision or control. In fact, unless we are careful, we shall soon wear off all its distinguishing threads and make it completely useless to hold the kernel of an idea. And yet it has a specific meaning. In mechanics, coordination means to bring the parts into common action or movement. It assumes an understanding of the functions of each one of the constituent parts. It involves the regulation and combination of the various parts of an operation into harmonious movement. It requires a nice sense of spacing both in place and time. Mechanical coordination results in a perfect product, lack of it turns out the duds.

Social coordination is not so easy to observe; the processes are harder to follow; the results are less immediately apparent. But that we believe there are definable rules to follow is apparent; a workshop at Greenville, South Carolina,³ gets out a handbook in community development to be used as a guide in thinking about and planning for community problems; the Berkeley Coordinating Council spon-

sors a Junior Coordinating Council⁴ to serve in an advisory capacity for the senior council and to participate in its deliberations; the College of Education at Ohio State University⁵ is convinced that prospective teachers and administrators must have experience in school-community relations so that they can interpret community problems intelligently and participate effectively in their settlement; the Santa Barbara⁶ schools devote an entire institute to a study of how the functions of various governmental agencies are related to the schools; hundreds of communities organize youth councils, not only to do something for youth, but because, as the American Youth Commission⁷ says, "The young people who participate in any such plan not only will improve their community as a place in which to live, but will profit by experience of the highest value in their own personal development." If our theory is correct—that processes of coordination can be learned—the next generation should be more skillful than is this one in manipulating its social machinery.

5. *Leadership in coordinating social agencies is essential, but it is probably not what it seems.* By this I mean that in education, as in many other highly organized services, we are still ridden by the line-and-staff concept, with the leader sitting at the point where all lines of action converge. That seems to me a completely inap-

⁴"Youth—How Communities Can Help." Bulletin 1936, No. 18-1, U. S. Office of Education.

⁵"Community Action and the School." Lloyd Allen Cook, College of Education, The Ohio State University, Columbus, Ohio.

⁶"Ninety-First Annual Opening of the Santa Barbara City Schools and City Teachers' Institute."

⁷"Community Responsibility for Youth." Recommendations of the American Youth Commission of the American Council on Education.

³"A Handbook in Community Development." The Southeastern Workshop, Greenville, South Carolina. 1941.

propriate pattern for the coordinating function. There, the initiative comes first from one and then from another person, field, or agency. Responsibility rests first in one place and then in another. The leader is not, likely enough, at the head of the table.

Frequently I am reminded of the two illustrious Virginia Georges—the two neighbors, George Washington and George Mason. One left his seat in the House of Burgesses to lead the Continental Army to victory; the other stayed, took the first George's seat in the legislature, drafted Virginia's Declaration of Rights which served as a model for the Bill of Rights in our Federal Constitution. Certainly both Georges were leaders—in different capacities, at different crises, with different tools. It seems to me that this has a parallel both for individuals and for professions who share in some cooperative project.

And now with the five points completed, may I mention one group which has not figured in the descriptions of practice so far—the two to

six year olds. The census says there are 800,000 of them. Where are they? What are they doing? Who is paying attention to them? Are they having any fun? Is it true that these are their most formative—or educational—years? Are they the school's responsibility? They cannot, as did youth, speak for themselves. And yet in every community there are organizations which could be interested in them as in no other group—health, welfare, recreation, libraries, civic, social, industrial, commercial, and fraternal groups. They probably do not know that kindergartens are available for not more than a fifth of the children of kindergarten age; that public nursery schools are practically nonexistent; that in most communities there are no organized health or play or educational programs for them. Here is a chance it seems to me for leadership in coordinating social agencies to fill a completely worthy, nationally useful, and almost unexplored realm of planning.



CHILD STUDY AND THE GUIDANCE FUNCTION

By C. GILBERT WRENN

Professor of Educational Psychology, University of Minnesota

THOSE RESPONSIBLE for curriculum construction and those responsible for the supervision of instruction are equally interested in a study of the child that leads to better instruction and a more meaningful curriculum. It seems wise also to consider the particular responsibilities of the counselor or other guidance worker for the study of the child. These three types of educational workers, curriculum directors, supervisors, and counselors, should work together in complete harmony if most effective understanding of children is to result. I should like to discuss the relationship of the counselor to three different aspects of child study.

Methods of Child Study. If one were to group all the specific methods of child study into two large areas, most of the specific would fit into the category of either (1) the overall, total individual approach or (2) the approach using specific and fragmentary information about the child. Both are unsatisfactory as far as certain values are concerned. The overall approach is realistic, but unreliable since far too much of the observer's judgment must enter in, regardless of the particular name given to the method used. The second approach, using specifics of information, may give reliable results within a narrow area, but there is but little doubt that the fragmentation resulting provides for an unrealistic analysis of the functioning individual. In the realm of human personality it is certainly true that the total is more than the sum of its parts.

The well-trained counselor has a method to offer that combines the values of both of the earlier approaches. This is the clinical method, both clinical diagnosis and clinical counseling. With such an approach, the specific facts are gathered and then analyzed in their relationships to each other in order to secure a picture of the total individual. Great care must be used to secure reliable specifics of behavior and to secure information in an adequate number of areas of behavior. Once this has been done, the second task of synthesizing these data remains. In this synthesis any one item of information is seen in its relationship to all other items of information and an attempt is made to see the *pattern* of behavior which appears from these relationships. There is but little doubt that in the study of the individual child the clinical method has much to commend it.

The Responsibility for Studying the Child. The easy answer is that everyone is responsible for this function, but the obvious reply is that where everyone is responsible no one does the job adequately. A distinction should be drawn between responsibility for studying groups of children and responsibility for studying individuals within that group. Supervisors and curriculum directors have major responsibility for group study; that is, for securing a pattern of data on groups of children in order to plan for more effective instruction and curriculum development. Upon the well-qualified teacher and counselor, however, must rest the responsibility for the study of the individual, since it

is they who come into most intimate contact with him, and since it is the functions of teaching and counseling that carry the most urgent demand for individual study. Unfortunately, those responsible for the study of groups are often impatient with those who study the individual in more meticulous fashion. The converse may also be true. Those studying individuals feel that the gross data regarding groups is of little value.

Most alert curriculum and instructional supervisors will at once admit, however, that both types of study are essential. The individual must be seen in his uniqueness against the background of the group, for it is in this group that he had his being. An individual is most adequately understood when he is seen against the backdrop of the immediate social group and the larger cultural group of which he is a member. It is my sincere conviction that the well-trained counselor is the best qualified for the study of the individual. But his contribution must be related to those who gather group data. The counselor can make a very real contribution to better understanding of children for curriculum and instructional purposes, but if care is not used, the counselor's case notes remain in his file, while the curriculum director goes blithely on his way, depending on averages and distributions of data.

To this problem of the study of the individual as a unique functioning organism should be added the importance of studying the individual over a period of time; what is sometimes known as the developmental or longitudinal approach. Here again, the counselor and teacher have the best facilities for securing developmental data, and these facilities should be

utilized to the utmost by the alert curriculum director and supervisor of instruction.

The Relation of Counseling to the Curriculum and Instruction. We have progressed in this discussion to where now we should give attention to the relation of the counseling function, or perhaps in even a broader sense, the guidance function, to the school curriculum and the instructional function. (If one were realistic as well as progressive, one would admit at once that the curriculum is inclusive enough to contain within itself the function of guidance, but this progressive approach is at times not too satisfying. To too many people the curriculum is still the course of study rather than the sum total of the experiences of the child in the educational environment. It is in this restricted sense that I am thinking of it, although perhaps I should have called it specifically a course of study.) It is my conviction that the distinction between instructional and counseling functions are those of degree only, rather than differences of kind. All teachers and educational workers counsel students. But the counselor possesses more time and skill for dealing with adjustment problems than does the average teacher. On the other hand, more responsibility rests upon the teacher and supervisor for study of groups and learning methods than upon the counselor. The counselor, then, is performing to a much greater degree than other educational workers the important function of assisting the students in matters of developmental decisions and matters of adjustment. This distinction of function is, of course, much

more true at the high school level than at the elementary school level.¹

It should be quite clear to those who consider the problem that the data regarding children and their needs are equally valuable for curriculum building, instruction, and counseling. The same data collected regarding children should be used by these three types of educational workers. Three years ago I published an article entitled "Developing a College Through Research,"² in which was discussed the way in which the research data on students at the General College, University of Minnesota, served the counseling staff, the teaching staff, and those responsible for curriculum development. The students are the core of the educational program and the information about them should be used by all types of educational workers.

Perhaps one should say that the particular responsibility of the counselor with regard to curriculum building is one of three that he has with regard to the child. The counselor must first see the needs of the child through careful study. He then attempts to help the student meet these needs through the utilization of counseling procedures of various sorts, curriculum resources, and community resources.

¹And still more at the college level. See Wrenn, C. Gilbert, "General Counseling Procedures," *Encyclopedia of Educational Research*, W. S. Monroe, Editor, pp. 269-275, Macmillan Company, 1941.

²*Journal of Higher Education*, 10: 133-138, March, 1939.

His third responsibility, however, is often not so well recognized. As the counselor sees the student and attempts to help him meet his needs, he becomes aware of resources that are not available or conditions that should be changed. It is his responsibility then to report the need for such changes, or the need for new resources, to those responsible for making the change. He, himself, is not a supervisor, administrator, or curriculum director, but he has responsibility for seeing that the child's needs and the availability of resources are reported to those who are responsible for changing the educational program.

May I close with a suggestion that relates to our current educational situation. Those of us who are concerned with human values must give careful attention at this time to seeing that there is no lessening of attention upon the individual in our plans to change educational programs. Too much of our current attention to acceleration and modification of programs has been devoted to the machinery and the mechanical side of the problem. The effect of this acceleration upon individual human welfare and efficiency has been greatly neglected. We must see that curricular changes are constantly checked against their effect upon the functioning individual or else the end product may be that of a less efficient person and a less effective democracy.



STATE COURSE OF STUDY AN OUTGROWTH OF SIX-YEAR CURRICULUM PROGRAM

By T. W. SMITH

Curriculum Assistant, Alabama State Department of Education

THE ALABAMA Curriculum Development Program was initiated during the school year 1935-36. It has been sponsored by the Division of Instruction of the State Department of Education in cooperation with the state teacher-training institutions and leaders in the public school systems. Guidance for the program has been provided through a state steering committee representing teacher training, administration, high schools, elementary schools, supervisors, and the State Department of Education. Consultative service has been provided for the program as a whole by the Division of Surveys and Field Studies of George Peabody College for Teachers.

Participation in the State Program has been a voluntary matter for administrative units. The basis of participation within each unit has been left to the administrative authority. Entry of different units into the program in an active way has come at different times, some units being at present much further advanced than others. As would be expected, those counties having supervisors of elementary schools (about half of the counties of the state) have advanced faster, but some other units have done commendable work. The county supervision program and the state curriculum program are identical in those counties having elementary supervision. Practically all counties, and a number of independent cities, have entered in some way into the program.

The large, inclusive objective of the program is to improve instruction. This objective calls for a program of

continuous growth and development of administrators and teachers, and of staffs of teacher-training institutions. The plan for bringing this about is set up in each administrative unit, generally with consultative services from state institutions, especially in the early stages.

The principles and objectives which are considered fundamental in this program stem from the nature and needs of contemporary American society, and of the citizens in that society; from the nature and needs of children and youth, and the nature of learning—especially the motivation of learning; and from the background and needs of the children in each school community. Notwithstanding the impact of the war and its demands, there has been no occasion to alter fundamental objectives and principles. War emergency responsibilities of the schools fit readily into the State Course of Study, which has been developed in the light of the fundamental principles and objectives.

Plans for State Course of Study Anticipated

Anticipating by two years the appointment in the fall of 1940 of a State Committee on Courses of Study, the State Superintendent of Education and the Division of Instruction of the State Department of Education, in collaboration with the local elementary supervisors, faculties of the state teacher-training institutions, and the State Steering Committee of the Curriculum Development Program, had several committees at work on materials which would facilitate the work

of the Committee on Courses of Study, and which would prepare the way for anticipated progress.

With the State Supervisor of Elementary Education as chairman and coordinator, a number of committees of county and city elementary supervisors and other leaders in elementary education were set to work during the year 1938-39 on materials which would form the basis for the "guide for elementary schools." The experiences and thinking of hundreds of classroom teachers in the state and their supervisors were brought to bear upon this task. Many conferences were held, including the regional curriculum meetings every year, but perhaps more important were the many laborious hours spent by committees working specifically upon "Course of Study" materials. The importance of these activities in providing materials which went later into the course of study can hardly be overestimated; and this is not to speak of the values of the experiences to the participants.

In the summer of 1938, desiring to effect some immediate changes by way of liberalizing and vitalizing the secondary school curriculum, the State Superintendent of Education addressed to a number of leaders in that field a request for suggestions as to desirable changes which would be in order in view of the progress made. After receiving some written and some oral answers, Superintendent A. H. Collins called a committee of five members who had had intimate and continuous contact with the State Curriculum Study, two members being members of the Division of Instruction. On the basis of this committee's recommendations a five-page bulletin, of more than ordinary importance, was sent to superintendents and to prin-

cipals of junior and senior high schools. The purpose of this bulletin was to announce "permissible changes in the program of studies and to make clear the application of some regulations already in effect." Some of the headings were: *Carnegie Units Not Required in Junior High Schools* (all levels below grade 10); *Beginning the Core Curriculum*; *Special Units*; *General Science in Senior High Schools*; *Shop Facilities and Shopwork*.

Further space cannot be devoted to the contents and significance of this bulletin and of the events leading up to its issuance, except to say that it marked the unusual interest and leadership of the state superintendent, and it signified a developing, coordinated program leading toward the later events which are recounted below.

Early in the summer of 1940 there was organized a committee to work specifically on materials for the use of the State Committee on Courses of Study in formulating the secondary school program. The chairman of this committee was a member of the State Department of Education, and five other members were chosen for their competence and interest, five of the six members having been closely associated with county and local curriculum development programs, and all six having superior backgrounds of experience in teaching, administration, and supervision.

This committee on the secondary program was occupied for eleven weeks in the curriculum laboratory of George Peabody College for Teachers, having access to the facilities and faculty of the college. The report of the committee contained definite proposals for the secondary school program, and a number of chapters which were deemed appropriate for the guidance

of teachers in developing their instructional programs within the framework of the state program. The materials of this report formed the basis for much of the state program which was subsequently adopted.

The Course of Study Is a Continuation of the Curriculum Program

When in November, 1940, the Statutory Committee on Courses of Study was appointed, the Superintendent of Education, according to plans which had been developing for two or three years, named on this committee of ten: (1) three members, including the State Supervisor of Elementary Education, who had served on the previously mentioned elementary committees, and (2) two members—one the chairman—of the 1940 summer committee on the development of the secondary school program; the other members were: (3) a former State Superintendent of Education, now a dean at the State University, of broad school experience, active in the state curriculum program; (4) the president of a State Teachers College, who, as former Director of the Division of Instruction in the State Department of Education, had been in charge of the state curriculum program in its initial stages; and (5) of the three others, one was an assistant superintendent from a large city, one was a widely recognized principal of a large city high school, and one a principal of a rural twelve-year school which was a pioneer in developing a community-centered program. The present Director of the Division of Instruction in the State Department of Education served as secretary to the committee, this arrangement making his services available on a full-time basis. The State Superintendent of

Education was ex-officio chairman, and gave considerable time to the deliberations of the committee.

The report of the committee which was dated February 19, 1941, gave the basis and much of the finished materials for the state "Course of Study," which has now been printed in two volumes as Curriculum Bulletin No. 8, *Course of Study and Teacher's Guide for the Elementary Schools*, and Curriculum Bulletin No. 9, *Program of Studies and Guide to the Curriculum for Secondary Schools*.

A State Textbook Committee was appointed early in 1941 to recommend state adoptions for the period 1941-1947 on the basis of recommendations made by the Committee on Courses of Study. A majority of the members of the Textbook Committee had been leaders in their several capacities in the State Curriculum Program, though some members had had little experience with it. In most instances the textbooks adopted from the recommendations of this committee were such as to facilitate a vital instructional program such as is demanded by the "Courses of Study."

Barring major setbacks, due to the war, the program will continue much as heretofore. Schools are at various stages of readiness to move into the "new program." The "Courses of Study" are largely attempts at guidance for teachers and principals in the development of their curriculums. Within the adopted framework schools have ample freedom to work in their own ways, according to their own abilities and resources, though there is a definite attempt always to point in the direction of improvement in all areas.

These Articles Are Short and to the Point

PROBLEM APPROACH IN TEACHING

By Grayson N. Kefauver, Stanford University, and Lillian A. Lamoreaux, Santa Barbara City Schools

THE PROBLEM OF the pupil has been given a central place in modern education. It is thought desirable for pupils to become aware of and to deal with their own real problems under guidance so that they may live more effectively and achieve desirable growth. The choice of problems for study and the relation of these problems to purposes and plans of action remain one of the perplexing questions of procedure.

In the use of the problem approach in teaching it is important to keep in mind the interrelationship between the problems dealt with and the purposes of the school and of the child. There should be recognition by the pupil of the educational purpose and of the problem involved in achieving the purpose. The child should, of course, also understand and have a part in shaping a plan of action to achieve the purposes which are understood by him. The interrelationship between the purpose, the problem, and the plan of action should be so constant and immediate that there is continuous interaction among these three aspects of the life of the school and of the individual.

Some of the purposes, problems, and plans of action are so immediate and concrete that the smallest child in the primary school can grasp and can handle them understandingly. Other

purposes and problems and plans of action are more remote, broader in scope, and longer-term in effect. These problems require more maturity and experience on the part of the child. As the child matures and develops, he should achieve capacity to deal with these broader, more complex and longer-term purposes, problems and plans, and accept more responsibility for developing them in the life of the school.

It is admitted that on the lower age levels, especially, the child may not possess understanding of the broader and longer-term purposes which the teacher has clearly in mind. The teacher, however, should be engaged at the task of helping the child to understand the more immediate purposes, problems, and plans of action, and of helping the child to become increasingly aware of the broader and longer-term goals. On the upper elementary and secondary levels the student's appreciation of the purposes, problems, and plans of action should more nearly approximate that possessed by the teacher, so that the student is not limited so much to the immediate purposes, problems, and plans. Instead, he should see these immediate purposes, problems, and plans in a more adequate relationship to each other and to the longer-term purposes. We should be unrealistic, however, if we failed to recognize that many students even in the high school continue to operate on the more immediate and more limited basis. The

task of helping students to operate on the basis of longer-term purposes, problems, and plans is an important one for the high school teacher as well as for the teacher in the elementary school.

Perhaps the relationship can best be expressed by referring to levels of participation by pupils. It may be that children in the first grade will have understanding and participation only on the X level.¹ With experience and instruction, they will grow in the range of their thinking and action and be able to appreciate the purposes, problems, and plans of action on the 2X level and, as they further develop, they will be able to operate on the 3X level. As they move to the upper reaches of the elementary and secondary school they should be able to operate on the 4X level, which is accepted here as the basis of operation for the educated adult. Emphasis should be placed on the close interrelationship and unity of the more immediate and the more remote purposes, problems, and plans of action. The longer-term purpose, and the problems and plans of action associated with it, give motivation and direction to the planning of the more specific and more immediate plans of action. Sometimes when the problem approach has been used, small problems are chosen and dealt with in isolation without gaining the larger perspective which can be secured only by selecting and dealing with problems in a larger framework.

The fact should be stressed that, whatever the level of participation the child is on, he should be a respon-

sible and participating member of the group. If he is only on the X level, he should carry an active role in defining the purpose, the problem, and plan of action. When the child is operating on this basis, the teacher should have appreciations and understandings which extend to the 4X level. When this is true, the teacher has little or no help from pupils in the formulation of these longer-term purposes. Too much stress cannot be given, however, to the desirability of encouraging pupil participation on the higher levels so that as progress is made, the teacher and the pupils share responsibility for the formulation of the longer-term and more complex purposes, problems, and plans, as well as for the more immediate. It should be noted that as a shift is made from the more immediate to the longer-term purposes the problems change in form also. They become less restricted and more complex. A similar change takes place in the nature of the plan of action.

Perhaps mention should be made of the variation in the level of participation by the members of a class group. Some pupils may be able to participate effectively on the 4X level, whereas others may not be able to operate on a basis higher than the X level. The plan of instruction should be sufficiently flexible to allow for individual adaptations so that students able to operate on the 4X level are given opportunity to do so, and those who are limited to the X level can participate effectively and secure experience favorable to growth.

The recognition of the variation in the degree of participation of pupils in the definition of purposes, problems, and plans is in no sense a denial of the principle of pupil cooperation with

¹In this discussion X is used to refer to the most immediate and most elementary basis of operation. The most advanced level will be referred to as 4X; 2X and 3X will designate intermediate stages of development.

teachers in educational planning. Rather, it is an effort to help to clarify the role of the teacher and the changing role of pupils in this cooperative relationship as the child matures.

The foregoing discussion has given emphasis to the important interrelationship between the purposes and problems of pupils. Certain of the problems arise out of the purposes that are accepted as desirable. When the purpose is a broader and longer-term purpose, the problems are likely to be larger, but, when the problems are more immediate and short-term, they are likely to be smaller and simpler. In making an attack on longer-term purposes and problems, it is desirable to break them down into smaller, more immediate and more tangible purposes and problems. The more immediate problems should not be considered as separate entities, but rather as aspects or parts of larger problems.

As one approaches the planning of educational experiences for a group of pupils, the purposes, problems, and plans of action are likely to take form in the order mentioned. It is true that there are certain problems that have their origin in the activity which has been planned with reference to problems conceived earlier. These problems which grow out of activity are important. It should be recognized, however, that this type is only one form of problem, and that it is subordinate to the activity which it serves, which activity, in turn, contributes to the solution of a larger problem which is more directly related to the long-term purposes of the child and of the school. Thus, the problems which grow out of activities are more immediate. The activities themselves

from which these problems arise should be cooperatively planned by pupils and teachers in relation to larger and longer-term purposes and problems.



THE SECONDARY CURRICULUM IN CINCINNATI

By G. H. Reavis, Assistant
Superintendent of Schools

IN ORDER to give the maximum attention to the individual needs of each boy and girl we are now in the process of classifying all high school students into three different groups based on the general direction in which they are headed. These classifications are as follows: (1) the academic group of pupils who are preparing for college; (2) the vocational group of pupils who are preparing to enter some occupation immediately upon graduation from high school; and (3) the large general group of students or pupils who are neither preparing for college nor have decided upon a specific vocation.

The great number of subjects in the curriculum intended to meet the needs of all the boys and girls enrolled in high school has made it hard to plan an intelligent program of education for each child. It is practically impossible to plan a unified program with proper concentration and breadth for any when there are so many subjects to choose from. In order to meet this problem our program of curriculum development has consistently moved in the direction of fewer subjects with each subject differentiated or adapted for the three general types of pupils named above.

Much attention has been given to adapting the written content of all subjects to the reading ability level of the pupil. This is true both of text-

books and of supplementary materials selected for grades and high schools. Providing written materials that pupils are able to read is but a part of the program to increase the reading ability of pupils that has been carried on through the past three years. The reading program is now effective in the elementary schools and is rapidly rounding into shape in the high schools. Specific provision for English remedial work has been made in the ninth and twelfth grades and next year will be in effect in the tenth grade. It is expected that little twelfth grade remedial work will be necessary after the program operates for another year or two.

Remedial and practical work in mathematics is now in operation in the elementary schools and to some extent in the high schools. Next year the amount and effectiveness of this work will be greatly increased.

The curriculum program has developed a clearer demarcation of vocational subjects with a gradual shifting of more vocational subjects to the eleventh and twelfth grades. Thus the job of guiding pupils during the first two years of high school into the kind of curriculum best suited to their needs has been greatly facilitated.

In all areas of the curriculum, continuous effort is being made to give the maximum practical application to all things taught. All instructional materials (textbooks, supplementary sets, library books, visual aids, etc.) are selected with a view toward the future needs of pupils, and all we teach is tied closely to reality or given a functional relationship to the lives of pupils.

Five of the six senior high schools now have hour class periods. The longer class period gives the teacher

greater opportunity to work with those individual pupils most in need of help. It also gives the teacher opportunity to supervise and direct the work of the brighter pupils. Altogether, this provides a better opportunity than the old forty-five-minute period for every student to work up to his or her capacity under the supervision of the teacher.

During the current school year a large number of high school curriculum committees have been working in six fields: English, social studies, science, foreign languages, business education, and mathematics. As previously indicated, these committees have been working toward the goal of differentiating or adapting subject matter and methods to the needs of three general types of pupils. The free part-time services of six university consultants have been secured to work with the high school curriculum committees. The university consultants represent those fields in which there are no central office supervisors.

The curriculum department responded quickly to the demands of the war situation. Within two weeks after the attack on Pearl Harbor many decisions had been made and changes instituted. New emphases have been placed on conservation and thrift, health and physical education, safety education and safety measures, and the like. Teachers are now using the defense stamp drive and the paper and scrap collection drive to teach thrift. Physical education for both boys and girls has been expanded. Next year three periods each week will be given in all high schools where facilities permit. In addition, new courses in aeronautics and navigation have been carefully planned and were

placed in operation at the opening of school in September, 1942.

Many changes have been made in the social studies to give better understanding on a hemisphere and world basis of social and economic problems, problems of hemispheric solidarity, and problems of the development of social attitudes necessary to win both the war and the peace. The outcome sought in this program is to build student and community morale of great quantity and high quality.



A PLEA FOR BUILDING AMERICA

TO THE EDITOR: I wonder how many of the members of our Society for Curriculum Study have an adequate appreciation of the real worth of our publication, *Building America*. And then I also wonder how many of us are really doing all we can to see that *Building America* is used in our schools and colleges.

Let me hasten to say that I write not as one without sin, for I have erred grievously. My sense of sin was first aroused as I sat at dinner recently and listened to Frances Foster, our editor, tell of the work she and her associates did during the past year, and the plans they have for next year. She had just come from conferences with some of our most intelligent government officials, where she and they had been considering which of the hundreds of possible subjects for future numbers are likely to be most important during the coming year, and what help we can expect from them in resource materials.

I went home from this dinner and got out all of the past numbers of *Building America*. It would be an exaggeration to say that I reread them all. That would certainly take a hun-

dred or more hours. But I did have a glorious evening thumbing through them—*Steel, War or Peace? Rubber, Housing, Men and Machines, Aviation, Railroads, Women, Ships and Men*—what a mine of information they are! What a grasp of the current scene one would have who had studied with care these units! How one wishes he might find some way of getting every major official of the ABC and XYZ boards of our government, of our business world, of our labor groups, and our educational circles to study these materials.

If my own children upon the completion of high school (and to make it a real bargain, I will throw in the college) can have a pretty thorough grasp of the materials of *Building America*, I will feel that their social and economic education has been a major success.

Mrs. Foster told me very confidentially that there are a few teachers and some principals and even some curriculum directors and one superintendent who have said they do not know how to fit *Building America* into the curriculum. I have a suggestion. During the next year let every college of education require of each candidate for the B.S. in Ed., the M.A., the Ed.D., the Ph.D. an essay on "How I Would Fit the Curriculum of the School or College to *Building America*." Publish the ten best essays in the CURRICULUM JOURNAL during next year and our problem is solved.

If the reader has not gathered by now that I am all out for *Building America*, either he or I or perhaps both of us should register for one of these new units entitled *Communication*.

It would please me to think that here and there someone will not only have got my idea, but will do some-

thing about it—perhaps reread some of the recent numbers; perhaps get his school to increase its subscriptions tenfold; perhaps see if he cannot make friends and influence some key people in adult education circles to consider *Building America*; perhaps even renew his own subscription.

All for the atonement of my sins,
LESLIE CUSHMAN.

P. S.: I just had a terrible idea. Someone might suspect that this letter indicated *Building America* was in financial difficulties again. Not at all. Financially, we are doing nicely. But we are reaching only a small fraction of the people who might be greatly helped by *Building America*.



SCHOOL BULLETINS ON THE WAR EFFORT

THE FOLLOWING bibliography is made up exclusively of printed and mimeographed publications issued by state and local school systems dealing with the role of the school in the nation's war effort:

CIVILIAN DEFENSE

Air Raid Protection for Schools and Colleges. Florida School Bulletin, Volume 4, Number 7. Tallahassee, Florida: State Department of Education. April 1, 1942. 29 p. Free. Instructions for air raid protection.

Baltimore Bulletin of Education, Volume 19, Number 3, February-March, 1942. Training for Civilian Defense. Paper covers. This is primarily a review of the defense training given Baltimore's teaching staff.

Maryland State Department of Education—Report of the Committee on Protection of Life and Property to County Superintendents. Baltimore, Maryland: State Department of Education. 1941. 16 p. Mimeographed. Instructions for air raid drills, refuge, fires, and training for civilian defense.

Mobilizing Schools for Civilian Defense. Albany: The University of the State of New York, State Education Department. 1941. 8 p. Paper covers. Free. General recommendations helpful to local boards of education.

Santa Barbara City Schools—Your Emergency Guide. Santa Barbara, California: City Schools. Not dated. 31 p. Paper covers. Free. Air raid directions, black-out instructions, and illustrated first aid.

DEMOCRATIC WAY OF LIFE

Burbank City Schools—Learning the Ways of Democracy. Burbank, California: City Schools. 1940. 9 p. Paper covers. A few views of Burbank pupils on "learning the ways of democracy."

Kansas Department of Public Instruction—Americanism. Topeka, Kansas: Department of Public Instruction. Not dated. 20 p. Paper covers. An outline of the objectives, suggested approach, and units for a high school course in Americanism.

New York State Education Department—Our Heritage of Freedom. Albany, New York: The University of the State of New York Press. 1941. 82 p. Paper covers. Suggestions for the observance of Bill of Rights Week in New York State Schools.

New York State Education Department—Building Americans. Albany, New York: University of the State of New York Press. 1942. 24 p. Paper covers. The important work which the schools of New York state have done and are doing in guiding the young people to fit them to carry their increased responsibility in defense of democratic principles.

North Carolina Department of Public Instruction—Teaching Democracy in the North Carolina Public Schools. Raleigh, North Carolina: Department of Public Instruction. 1941. 34 p. Paper covers. A bulletin to aid teachers and administrators to keep alive the spirit of democracy in a program of citizenship education. Contains suggested programs and materials for grades from primary through the high schools.

Santa Barbara City Schools—You Are America. Santa Barbara, California: City Schools. 1942. 73 p. Free.

HEALTH AND PHYSICAL VIGOR

Florida State Department of Education—Physical Fitness Guide. Tallahassee, Florida: State Department of Education. 1938. 35 p. Paper covers. Outlines of activities to be carried out by Florida city and county organizations to develop health, energy, and enthusiasm for the war effort.

Los Angeles County Schools—What the Home Can Do for Defense: A Guide for Home-making Teachers and Students. Los Angeles, California: County Superintendent of Schools. 1941. 30 p. Mimeographed. A classification of some of the main problems which face the home in the present crisis.

Maryland State Department of Education—Physical Education and National Defense.

Baltimore, Maryland: State Department of Education. 1942. 2 p. Mimeographed. Plans for promoting a program of physical education to meet the present situation.

Virginia State Department of Education—The School Nutrition Program. Richmond, Virginia: State Department of Education. Not dated. 12 p. Mimeographed. Help in the development of a school nutrition program.

Waterville Central School—Nutrition Outline. Waterville, New York: Central School. 1942. 6 p. Mimeographed. A study outline of nutrition for the first six grades.

INTER-AMERICAN RELATIONS

San Mateo County Schools—The Americas. San Mateo, California: County Schools. 1942. 48 p. Mimeographed. A unit of work for Grades 7 and 8.

POSTWAR RECONSTRUCTION

Kansas State Department of Education—Character for the War Effort in Kansas Schools. Defense Bulletin No. 2. Topeka, Kansas: State Department of Education. 1942. 12 p. Paper covers. A short statement of Churchill's and Roosevelt's postwar plan, with plans of the Kansas school system now and after the war.

Shorewood High School—Papers Written by Students at Shorewood High School. Shorewood, Wisconsin: High School. 1942. 11 p. Mimeographed. A collection of the opinions of the students of Shorewood High School as to the outcome of the war and America after the war.

Wisconsin State Department of Education—Report of Committee on Adjustment to Wartime. Madison, Wisconsin: State Department of Education. Not dated. 22 p. Mimeographed. Suggestions for curriculum content and procedures during the war and especially for postwar readjustments.

PRE-SERVICE TRAINING

Kansas State Department of Education—Aeronautics in High School. Topeka, Kansas: State Department of Education. 1942. Pages unnumbered. Mimeographed. Letters and announcements concerning the teaching of a course in aeronautics in the high schools in Kansas.

Los Angeles County Schools—Defense Digest—Aviation. Los Angeles, California: Office of County Superintendent of Schools. 1941. 41 p. Mimeographed. A report on aviation that may be used in junior and senior high school for material or reference in social studies or for English classes.

Los Angeles County Schools—Defense Digest—Cavalry on Wheels. Los Angeles, California: County Superintendent of Schools. 1941. 77 p. Mimeographed. Free. Purpose to inform youth how war effort is

being intensified. May be used for reference or basic class material.

Milwaukee Public Schools—A Suggested List of Aviation Topics in Physics. Milwaukee, Wisconsin: Public Schools. 1942. 13 p. Mimeographed. A brief discussion of aviation topics in the physics course.

Newark Public Schools—Air-Conditioning American Youth. Official Bulletin, Volume 1, Number 8. Newark, New Jersey: Marguerite Kirk, Department of Library and Visual Aids, Board of Education. April, 1942. 21 p. Mimeographed. 50 cents. A discussion of the importance of teaching aviation in America, including a list of instructional materials on aeronautics.

New York State Education Department—Basic Educational Requirements for the Military Services. Albany, New York: State Education Department. 1942. 10 p. Mimeographed. Free. Results of a survey of seven outstanding army schools made to find what kind of preparation the secondary schools should give students who may enter these schools.

New York State Education Department—Fundamental Principles and Practices in Radio. Albany, New York: State Education Department. 1941. 24 p. Paper covers. An outline course for the study of radio in high schools. Suggested apparatus list and reference material list.

TEACHING SUGGESTIONS

Florida School Bulletin, Volume 4, Number 4. Florida Schools and the War Emergency. Tallahassee, Florida: State Department of Education. 1942. 58 p. Paper covers. Adjustments which should be made in the programs of the Florida schools due to the present war emergency.

Florida School Bulletin, Volume 4, Number 6. Tallahassee, Florida: State Department of Education. 1942. 29 p. Paper covers. A school activity check list to Florida schools, showing how they can relate their programs to the child's needs and to the national defense program.

Kansas State Department of Education—National Defense in Kansas Schools. Topeka, Kansas: State Department of Education. 1940. 20 p. Paper covers. Outline of suggestions for each school department's part in the national defense program.

Lewis, Inez Johnson—Colorado Schools in the Emergency. Denver, Colorado: State Department of Education. 1942. 51 p. Paper covers. Discusses various phases of the curriculum in the war emergency.

Los Angeles City Schools—Our Schools. Volume 3, Number 1. Los Angeles, California: City Schools. June, 1941. 48 p. Paper covers. How the Los Angeles schools met the challenge to public education in 1941.

- Louisiana State Department of Education—
Wartime Education in Louisiana Schools.
Baton Rouge, Louisiana: State Department
of Education. 1942. 44 p. Paper covers.
An outline of the instruction given in Lou-
isiana to prepare their students to contribute
to the war effort.
- Missouri State Department of Education—
Missouri Schools and National Defense: De-
fense Through Enlightenment. Jefferson
City, Missouri: State Department of Edu-
cation. 1941. 22 p. Paper covers. Spe-
cific suggestions for contribution of Missouri
schools to national defense for 1941-42.
- Missouri State Department of Education—
Training for National Defense in Missouri
Public Schools. Jefferson City, Missouri:
State Department of Education. Not dated.
31 p. Paper covers. The way Missouri
schools have developed the national defense
training program.
- North Dakota State Department of Education
—North Dakota Schools and the War Ef-
fort. Bismarck, North Dakota: State De-
partment of Education. 1942. 21 p. Paper
covers. A summary of meetings held to aid
in adjusting the curriculum to meet the
war emergency.
- Palm, R. R.—War Policies for American
Schools. Los Angeles, California: County
Schools. 1942. 13 p. Mimeographed.
Free. An outline of suggestions for second-
ary schools to follow to help end war.
- Pennsylvania Department of Public Instruc-
tion—Official Bulletin, Volume 4, Number
7. Harrisburg, Pennsylvania: Department
of Public Instruction. April, 1942. 32 p.
Paper covers. What Pennsylvania schools
have done, are now doing, and are planning
to do in the national defense program.
- Santa Barbara City Schools—Your Emer-
gency Guide. Santa Barbara, California:
City Schools. Not dated. 31 p. Paper
covers. A pamphlet of emergency instruc-
tions.
- Texas State Department of Education—De-
fense Services for Texas Public Schools.
Austin, Texas: State Department of Educa-
tion. 1942. 54 p. Paper covers. Sug-
gestions, materials, and bibliographies on every
service that the schools may render to the
war effort.
- Wells High School—Wells Educates for Amer-
ican Defense. Chicago, Illinois: Wells High
School. 1941. 14 p. Paper covers. The
part a progressive high school can play in
training students for democratic living.
- Wisconsin High School—Education for Vic-
tory. Madison, Wisconsin: High School,
University of Wisconsin. Not dated. 18 p.
Mimeographed. Materials and techniques
for organizing emergency activities within
the school.

TRAINING FOR WAR INDUSTRIES

- Baltimore Bulletin of Education, November-
December, 1941, and January, 1942. Train-
ing for Defense. Baltimore, Maryland:
Public Schools. 88 p. Paper covers. Man-
ner in which Baltimore met challenge of
the national defense training program.
- Edy, Paul—Aeronautics. Tallahassee, Florida:
State Department of Education. 1941. 50 p.
Paper covers. 30 cents. Terms and tech-
nical information for vocational classes in
high school.
- Florida State Department of Education—Gen-
eral Mechanics, Book I, Elementary Tech-
nology Series. Tallahassee, Florida: State
Department of Education. 1941. 72 p.
Paper covers. Units of study for high
school students on physical, chemical, and
mathematical principles as applied to the
construction and use of tools and machinery
to be used in the industrial expansion for
national defense.
- Pennsylvania Department of Public Instruc-
tion—Training for Victory; Vocational
Training for Defense Workers. Harrisburg,
Pennsylvania: Department of Public In-
struction. Mimeographed. Material issued
twice a month in newsletter form com-
prised of statistics, information on training
for occupations, vocations, and national de-
fense.
- Utah Department of Public Instruction—Re-
port of Committee on Planning a Youth
Program. Salt Lake City, Utah: Depart-
ment of Public Instruction. 1942. 16 p.
Mimeographed. A report of the agencies
now employing youth and a tentative pro-
gram whereby the youth of America may
enter certain fields of work.



Critical Abstracts of Curriculum Research

BABCOCK, F. LAWRENCE—*The U. S. College Graduate*. New York: Macmillan Company. 1942. 112 p. \$1.50.

"There is no sound documentation for the popular assumption that education is the hope of democracy. There is no sure proof of the thesis that through higher learning a person is better fitted for the business of living and for a role of individual responsibility in the workings of American society. The management of Time, Inc., does believe that education is the hope of democracy, and it believes that at this time, when two antithetical philosophies of government are competing for the control of civilization, the existence of a group of 2,700,000 college graduates is one of the most important factors in the preservation of the American way of life. This study was undertaken, therefore, to test these assumptions for the first time by newly-determined dependable data." With these words Cornelius Du Bois, director of research for Time, Inc., introduces this interesting and readable volume by Mr. Babcock, known to many as the anonymous writer of the monthly reports of the Fortune Survey of Public Opinion.

Following the preface we find a summary of data which have been collected from what was apparently a carefully-selected sampling of American college graduates equal to one-half of one per cent of the living graduates of 1,048 American universities and colleges. Mr. Babcock dis-

cusses the rising percentage of women graduates, the tendency of men graduates to marry and of women graduates not to marry, the proportionately low divorce rate among college men and higher rate among college women, the small number of children among college graduates and the probability that colleges will perpetually reach into "new levels of society" because they cannot fill their classrooms with the sons and daughters of former college graduates. He reports that more than a proportionate share of graduates live in cities (yes, and in apartments), that all geographic areas of the country have profited about equally from higher education, that very few graduates are unemployed, that two-thirds of all men and four-fifths of all women college graduates are in the professions, that as the total number of graduates has increased many more have gone into business than in former years, that there are 572,000 graduates in the teaching profession, that very few graduates go into salesmanship, and on through various other items of related information.

An analysis of incomes leads Mr. Babcock to the conclusion that graduates earn much more than the average of the population, which he considers "the final test of the social value of higher learning." He says: "It does not mean that the low-paid researcher devoted to science, or the low-paid teacher devoted to education, makes a less valuable contribution to society than, for example, the highly-paid salesman, devoted to receiving commis-

sion. But the rewards earned by the graduate bloc as a whole must be regarded as a fundamental evaluation of the social dividends yielded by higher learning, as the measure of the extent to which college education contributes to a higher standard of living in a competitive society." (Pp. 26-27.)

One is given the impression that the authors have attempted to get at the facts and have been entirely honest in their efforts to report them in an unbiased manner, even though there is occasional evidence of unintentional errors in interpretation. We would like to suggest, however, that the findings are chiefly valuable as an invitation to additional research. Mr. Du Bois, in the preface, speaks of "a mandate for further research." We must confess a fear at having the outcomes of higher education judged on the basis of such findings as those reported in this volume unless they be supplemented by studies of the quality of thinking of college graduates, their loyalty to democratic ideals and their contributions to the clarification of these ideals, their contributions to great movements for social betterment, and the nature of their day-by-day participation in community life.

KENNETH L. HEATON

Commission on Teacher Education



DOANE, DONALD C.—*The Needs of Youth, An Evaluation for Curriculum Purposes*. Contributions to Education, No. 848. New York: Bureau of Publications, Teachers College, Columbia University. 1942. 150 p. \$2.10.

This doctoral dissertation on the needs of youth as a basis for vitalizing the curriculum is planned carefully, is presented clearly and vividly, and

includes significant findings and conclusions. It should be of genuine interest and value to teachers, principals, supervisors, superintendents, state school officials, and college and university faculty members who seek to help improve the experiences of pupils in secondary schools. It is a very helpful book for use by students in courses on the secondary school curriculum.

The various meanings of the term *need* are classified and discussed. Numerous studies of the needs and problems of youth as they relate to (1) shortcomings of society, (2) shortcomings of youth, and (3) psycho-biological needs are reviewed concisely. Most consideration is given to important recent reports, books, and investigations. In the review of related literature, it was found that different orientations and methods of approach led to widely different conclusions concerning what the problems and needs of youth are and what schools should do about them.

The author compares the three classifications of needs as a basis for vitalizing the curriculum. He emphasizes the importance of psycho-biological needs as focal points for instruction and discusses factors which should be considered in making a study of psycho-biological needs.

Next, the procedures used in the investigation are presented—selection of areas for study, trial form of inventory, final form of inventory, and distribution and administration of inventories. All of these procedures were planned and conducted carefully.

The investigation utilizes the responses of 2,069 high school youth in widely separated parts of the United States who expressed their concern or lack of concern regarding nineteen areas and 159 topics representing com-

monly mentioned needs of youth. The responses to the inventory are reported and analyzed graphically in twenty-two charts. A brief summary of the more important findings accompanies each chart. The findings are in general agreement with those of other indirect studies based on anonymous responses to actual or hypothetical situations. Appropriate statistical means were used to determine the significance of differences.

A few of the findings of the investigation were:

1. More concern was indicated in the area of vocational choice and placement than in any other, especially toward the last year of high school.

2. Getting along with people ranked second as a concern of youth. How to make friends, what makes a boy or girl popular or unpopular, and etiquette ranked highest in this area.

3. More girls than boys were interested in personal problems.

4. More boys than girls were interested in social problems and in science topics.

On the basis of the many findings of the study, appropriate conclusions are presented and discussed. It is emphasized that more of the experiences, or curriculum, of secondary school pupils should be organized around and be motivated by the problems and felt needs of youth.

ORIE I. FREDERICK

*Western Michigan College of
Education*



BARR, ARVIL S.; EWBANK, HENRY L.; McCORMICK, THOMAS C.—*Radio in the Classroom*. Madison, Wisconsin: University of Wisconsin Press. 1942. 203 p. \$2.00.

During the last five years there have been three important radio re-

search projects subsidized by the General Education Board and the Rockefeller Foundation—one at Columbia University (formerly at Princeton), one at Ohio State University, and one at the University of Wisconsin. The findings of the Office of Radio Research at Columbia University have been incorporated in numerous magazine articles (particularly the *Journal of Applied Psychology*, February, 1939, and December, 1940) and in two books, *Radio Research*, 1941, edited by Paul F. Lazarsfeld and Frank Stanton, and *Radio and the Printed Page*, by Lazarsfeld. The conclusions of the Evaluation of School Broadcasts at Ohio State University have been explained in some fifty mimeographed bulletins and printed pamphlets. The findings of the Wisconsin Research Project in School Broadcasting are presented in *Radio in the Classroom*.

The radio research studies at Wisconsin followed the more-or-less traditional pattern of evaluation: formulation of the objectives of an educational experience, in this case, listening to a series of school broadcasts; construction of tests to measure pupils' attainment of these objectives; administration of the tests to two groups of pupils, those who listened and those who did not listen to the broadcasts; analysis and interpretation of the test data from the radio and control groups. This process was followed, with minor variations, for seven series of radio programs broadcast over WHA during 1938-1939 to the schools of Wisconsin: music, nature study, geography, social studies, English (two series), and speech. Briefly, the results were these: in some instances the radio groups outgained the control groups, in other

cases the control groups outgained the radio groups, and in most comparisons there was no significant difference between the two groups. As a matter of fact, so inconclusive were the results that both the proponents and the opponents of radio education will probably use the data to "prove" their various contentions.

It seems unfortunate that the efforts of the Wisconsin staff for two years were devoted to this type of research. We know from commercial broadcasts that radio programs can and do influence the buying habits of people, we know that radio programs influence the opinions of listeners. Whether a series of school broadcasts imparted information or influenced attitudes or developed appreciations more or less effectively than other media of education is unimportant. Those who are sincerely interested in the progressive development of American education will use school broadcasts in the achievement of the ideals of American democracy—just as they use motion pictures, books, magazines, and excursions. Technology has given us radio as an agency of communication, as a medium of education, as a form of art and literature. To base our decisions as to its educational usefulness upon the results of so-called controlled studies would be to reject whatever critical intelligence we may have.

Not all of the findings of the Wisconsin staff were based upon test re-

sults. Questionnaire opinions concerning school broadcasts were obtained from forty-seven supervisors and 322 teachers, most of whom said that the Wisconsin School of the Air programs made valuable contributions to the curricula of individual schools, particularly in the enrichment of the school program by the introduction of new subject materials and new methods of teaching.

As for the curriculum problems raised by the introduction of radio listening into the school schedule, this report gives little help. In what ways can we meet the difficulties of synchronizing radio time schedules and class schedules? How can we use the educational values of a broadcast on the air at ten in the morning in our afternoon classes? Is there a place for school-wide listening to a single series of broadcasts? How should we prepare our pupils for the listening experience? What should we do following the broadcast?

These questions and many others are practical ones raised by teachers. It is regrettable that the creative insights and group intelligence of the Wisconsin staff were not focused upon such problems rather than upon measuring an infinitesimal difference between radio and control groups.

SEERLEY REID

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Reviews of Current Books

ARNDT, C. O., *Chairman—Americans All: Studies in Intercultural Education*. Joint Yearbook of the Department of Supervisors and Directors of Instruction, the National Council of Teachers of English, and the Society for Curriculum Study. Washington, D. C.: The Department of Supervisors and Directors of Instruction, 1201 Sixteenth Street, N. W. 1942. 385 p. \$2.00.

The conception of general education has rarely been as flexible as it is today. Probably the overall influence affecting change is the sheer demand of the times that the public school qualify youth more effectively to meet the needs of this chaotic world. The challenge is not limited in its application to any one aspect of the field of general education; it presses for a reappraisal of the whole pattern of school practice, and in terms of certain principles of education that have doubtfully received the consideration they deserve. In the current yearbook, sponsored jointly by the Department of Supervisors and Directors of Instruction of the National Education Association, the National Council of Teachers of English, and the Society for Curriculum Study, the editorial committee has presented a relatively new principle that is important in re-thinking the field and program of general education.

That principle is "intercultural education." The phrase is so strange to some of us that at first glance it fails to convey any precise meaning. If we consider the battery of ideas in the book furnishing structure to the theme, the subject will acquire vig-

orous proportions. The ideas include race, racism, culture, cultural groups (old and new American; dominant and minority; ethnic, economic, racial, and religious), prejudice, discrimination, intergroup conflict, the "melting pot," citizenship, and democracy. These suggest, do they not, that the people of the United States are constituted of a multiplicity of racial and cultural groups involved in everyday communal relationships, and thereby determining, to a large degree, the quality of American citizenship. As the process works, some relations are conspicuously praiseworthy and others are uncomplimentary to the reasonable expectations of social democracy. Due to the wide range of cultural differences represented in old-world peoples transplanted to America (differences in family mores, religious traditions, folkways, ideologies, social loyalties, and the like), the problems of personal and group adjustment are frequently quite baffling. Periods of acute economic strain and warmindedness naturally accentuate such difficulties. It is unnecessary to enumerate any of them here. The general problematic situation in the local community with its specifics of personal insecurities, fears, frustrations, misunderstandings, and other like abuses becomes clear in outline. This subject is dealt with in the first and third sections of the yearbook. Arndt, Benedict, Edman, and Wattenberg present a series of fundamental considerations that invite discussion and scrutiny.

The editorial committee claims that this type of social situation prevails

widely in America and therefore imposes primary demands upon the administrators of general education. The schools of the nation require a program of intercultural education. Some local institutions have sensed the need and are experimenting with various procedures. The main section of the text is devoted to reviews of a score of such efforts in schools located in various sections of the country. Although abbreviated, these records are richly suggestive to alert educators.

Take the first one, for example. Here is an Anglo-Mexican community in which the Mexican youth are rebelling against the conventional high school program. It has no particular meaning or value for them. They have slight respect for Mexican culture as they know it and they are not encouraged to enjoy a sense of belonging to the prevailing culture in the United States. These youth are socially "lost" and potentially delinquent in behavior. A patient, imaginative teacher, appreciative of the rich lore of Spanish peoples, volunteers to introduce a group of such boys and girls to South American and Mexican cultures. Step by step, he directs the inquiry until the members have discovered (a) historical roots for their inherited personal family folkways, (b) an understanding of the basic factors in their present maladjustment in school and community, and (c) a new grasp of the personal problem of shifting from one prevailing culture to another as an aspect of growing up in the United States. Of course, it is easier to describe the school project than it is to grasp the cultural implications of an educational

problem, to conceive a way to go forward, and to achieve desired outcomes. Teachers who excel in this kind of service to youth are real pioneers in their profession. Moreover, they are addressing themselves to one of the most pressing issues in the American school system.

The reviewer hopes that he has whetted the appetites of readers so that they will analyze the reports of the other experimentalists in this section of the text. Each reflects individuality of community culture-problem, of school procedure, and of personal and civic outcomes. Their strength lies in their practicability and their timeliness. From the viewpoint of critical appraisal, it is doubtful that some of the projects would affect very favorably the unsocial attitudes of pupils. This is one basic test of the validity of any project in intercultural education. We want youth (and educators) to outgrow snobbishness, prejudice, or intolerance in their relations with Negroes, "foreigners," Jews, Catholics, and so on. Nor is the reviewer convinced that every contributor had sensed a conception of American citizenship in terms of a plurality of cultures and made it functional in his intergroup program. This also suggests a test of effective intercultural education. The term "race" is misused, according to the anthropologist's definition, in chapter five and elsewhere. But the yearbook is ground-breaking, a credit to its sponsors, and a challenge to public school practice in America.

STEWART G. COLE

*Service Bureau for Intercultural
Education*

LEONARD, J. PAUL, AND EURICH, ALVIN C., Editors—*An Evaluation of Modern Education*. New York: D. Appleton-Century Company. 1942. 299 p.

The debates on the merits and deficiencies of what is commonly called progressive education have been one of the favorite pastimes during the past quarter century. Usually the claims and charges have been interchanged with little or no factual evidence to support them. This deficiency is being gradually eliminated, for nimble researchers have been busy gathering experimental data on the comparative achievement of students subjected to modern instructional practices and those whose school experiences have been more or less traditional. A good deal has also been done to secure evidence on objectives to which the "old type" school has paid little or no attention.

"Evaluation of Modern Education" is partly a review of this research, partly an apologia for progressive practices for the authors of the book, as well as the authors of studies and experiments favoring newer practices. The book is organized around such growth objectives as growth in ability to apply facts, personality development, development of social attitudes, of basic skills, and of physical fitness. Those who are used to thinking about education in terms of growth objectives will find this organization both congenial and helpful. Each of the chapters marshals an impressive array of results of experiments and research. Some chapters analyze the nature of the objective, indicate the specific methods used in helping students achieve it, and describe the findings with reference to each of these. Thus, on the development of social attitudes,

the findings are reported in terms of effects of the use of motion pictures, community studies, and so on.

Less helpful both to the "doubting Thomases" and to those interested in the effects of modern practices on growth are the chapters on sections where the findings are reported under the undefined term of "newer" and "older" practices without a description of the specific practices involved in each case.

On the whole, the results indicate that the students in schools or courses using progressive methods hold their own in the field of information or skills in comparison to students with traditional backgrounds, and excel in such lines of growth as social attitudes and critical thinking. It is also shown fairly clearly that growth of this type does not come about as an automatic by-product of teaching, but must be planned for. Little evidence is available on the effects of newer practices on personality development and health. This is surprising since both personality development and health represent distinct emphases of modern education. The area of thinking is rather meagerly represented also, consisting chiefly of studies in achievement of information or comparisons of recall of information and ability to apply facts.

In spite of the fact that the purpose of the book is to defend modern education and to answer its critics, the tone of the book is on the whole objective, save for the last chapter where there are some seemingly unnecessary arguments with Messrs. Hutchins and Adler. Though the volume is comparatively smooth, readability for a general public might have been improved by minimizing statistical reports and by emphasizing

interpretation and comment in connection with some reports. Fortunately only in a few instances is the reader left to infer the significance of such matters as a mean of 6.4 for one group and 6.3 for another. A research-minded person may be a bit bothered by the lack of information about the conditions under which the experiments were carried out and about the tools used. This is particularly the case when instruments used are not widely known. In connection with some summaries, there is no indication of the instruments of measurement used.

The book contains enough ammunition for teachers and principals who have to defend innovations in their practices. It should be recommended also for all teachers who feel they would like to change their methods, but are afraid to do so for fear of diminishing their effectiveness in what are usually considered the essentials of education. It should also supply at least a few of the answers to those who have been convinced of the shortcomings of newer practices merely because they did not happen to understand them or to approve of them.

HILDA TABA

University of Chicago



WRIGHTSTONE, J. WAYNE, AND CAMPBELL, DOAK S.—*Social Studies and the American Way of Life*. Evanston, Illinois: Row, Peterson and Company. 1942. 292 p.

The social studies in the school program are increasingly concerned with the social development of democratic citizens. The recent volume, *Social Studies and the American Way of Life*, is an indication of the trend. The book, which is neither a manual

to accompany the author's booklets for pupils nor a teachers' book completely divorced from a single series of texts, is nevertheless a useful contribution to the literature on teaching the social studies.

Part I of the small volume deals with the relation of the social studies to democratic ideals and to the psychology of learning. Part II deals with *Areas of Social Living and Experience*, with chapters on curricular opportunities for experience in social-civic action, in the economics process, in "adjusting to and improving the material environment," and in "personal development and guidance." It contains also, somewhat incongruously, a chapter on "Materials for Use in Teaching the Social Studies." Part III contains a single chapter on evaluation of growth in social education.

The book offers an excellent, brief overview of the field with which it deals. Its chapter on "The Nature of Social Learning" is an especially helpful review of the psychological background and issues of social education. The final chapter, on evaluation, is also a strong feature of the book; teachers will find its bibliography of tests most useful. The discussion of curriculum organization is not as clear as seems desirable; the discussion of materials of instruction is unfortunately inadequate and sketchy. So too is the discussion of "Personal Development and Guidance"—a key factor in the author's philosophy, yet one of the weakest phases of their discussion.

For teachers who seek a sane balance of "pupil experience" and content in the curriculum, the book will be very helpful. It has little to say directly on methods of teaching, yet in all its

pages are implications and suggestions for the better conduct of the classroom.

HOWARD E. WILSON

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CLEMENT, JOHN ADDISON — *Manual for Analyzing and Selecting Textbooks*. Champaign, Illinois: The Garrard Press. 1942. 120 p. \$2.00.

This manual explains the underlying concepts and the methods of using the author's analytical scale for rating elementary- and secondary-school textbooks. The rating scale has been published as a fifteen-page booklet entitled, "Score Sheet for Analysis and Appraisal of Textbooks." The score sheet includes three divisions. Division A is an outline covering the five items to be considered in the analysis of any textbook, namely, the authorship, the nature and organization of content and the suggested methods of instruction, devices to aid teachers and pupils in using the textbooks, the mechanical features, and data pertaining to publication and the publishers. Division A1 consists of a five-step score card for recording the examiner's evaluation of the book with respect to several aspects of each of the five major items, the ratings ranging from poor to excellent. Division A2 provides for a similar evaluation of the book on a point-score basis, the suggested maximum aggregating 450 points. The ratings from poor to excellent are characterized by the au-

thor as "qualitative" ratings; those attained by the point-score scheme are called "quantitative." In addition to the general outline and the scales presented in the score-sheet booklet, the manual includes "differentiated" scales for rating books in sixteen subject fields at the secondary-school level. The earlier chapters of the manual are devoted to a discussion of the common items for use in analyzing and in appraising all textbooks and a description of the outline suggested by this author.

The use of an outline or a score card has long been recognized as a convenient device for securing objectivity and consistency in textbook ratings. The items included in the outline suggested by Professor Clement are such as would be expected from a careful student of the problem. It is unlikely that persons with experience in examining textbooks would be interested in using both of the rating devices he suggests, even if the distinction he draws between his "qualitative" and "quantitative" measurements should be regarded as significant. The manual provides ample explanation of the purposes and procedures of effective analysis of textbooks, but the labored style and the needless repetition in the exposition of the author's conception of analysis and appraisal as distinctive processes make tedious reading.

NELSON B. HENRY

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New Publications

BOOKS

- AIKEN, C. C., AND LILLY, SCOTT B., Editors—*Teacher Training for Industry*. New York: McGraw-Hill Book Company. 1942. 144 p. \$1.25.
- America Organizes to Win the War. New York: Harcourt, Brace, and Company. 1942. 395 p. \$1.50.
- ANDRES, E. M., AND COCANOWER, C. D.—*Economics and the Consumer*. Boston: Houghton Mifflin Company. 1942. 553 p. \$3.50.
- ARNDT, C. O., Chairman—*Americans All: Studies in Intercultural Education*. Joint Yearbook of the Department of Supervisors and Directors of Instruction, the National Council of Teachers of English, and the Society for Curriculum Study. Washington, D. C.: The Department of Supervisors and Directors of Instruction, 1201 Sixteenth Street, N. W. 1942. 385 p. \$2.00.
- BAKER, HAROLD V.—*Children's Contributions in Elementary School General Discussion*. New York: Bureau of Publications, Teachers College, Columbia University. 1942. 150 p. \$1.85.
- BIBER, BARBARA; MURPHY, LOIS B.; WOODCOCK, LOUISE P.; AND BLACK, IRMA S.—*Child Life in School*. A Study of a Seven-Year-Old Group. New York: E. P. Dutton and Company. 1942. 658 p. \$3.75.
- BREWTON, J. E., AND BREWTON, SARA W.—*Index to Children's Poetry*. New York: H. W. Wilson Company. 1942. 965 p. On the service basis. Apply for rate.
- BURDETTE, F. L., Editor—*Education for Citizen Responsibilities*. Princeton, New Jersey: Princeton University Press. 1942. 126 p. \$1.50.
- CHAMBERLIN, DEAN; CHAMBERLIN, ENID; DROUGHT, NEAL E.; AND SCOTT, WILLIAM E.—*Did They Succeed in College?* New York: Harper and Brothers. 1942. 291 p. \$2.50.
- CHARTERS, W. W., AND FRY, VAUGHN W.—*The Ohio Study of Recreation Leadership Training*. Columbus, Ohio: Bureau of Educational Research, Ohio State University. 1942. 173 p. Paper covers. \$2.00.
- COLEMAN, ROBERT JR.—*The Development of Informal Geometry*. Contributions to Education No. 865. New York: Bureau of Publications, Teachers College, Columbia University. 1942. 178 p. \$2.10.
- EVENDEN, EDWARD S.—*Teacher Education in a Democracy at War*. Washington, D. C.: American Council on Education. 1942. 118 p. Paper covers. 75 cents.
- FOSTER, ROBERT G., AND WILSON, PAULINE PARK—*Women After College*. New York: Columbia University Press. 1942. 305 p. \$2.75.
- GALLOWAY, GEORGE B.—*Postwar Planning in the United States*. New York: Twentieth Century Fund, 330 West Forty-Second Street. 1942. 158 p. Paper covers. 60 cents.
- GAVIAN, RUTH WOOD—*Education for Economic Competence in Grades One to Six*. Contributions to Education 854. New York: Bureau of Publications, Teachers College, Columbia University. 1942. 190 p. \$2.10.
- GRAHAM, BEN G., Chairman—*Selected Educational Motion Pictures*. Compiled by the Motion Picture Project. Washington, D. C.: American Council on Education, 744 Jackson Place. 1942. 372 p. \$3.00.
- HOBAN, CHARLES F., JR.—*Focus on Learning*. Motion Pictures in the School. Washington, D. C.: American Council on Education, 744 Jackson Place. 1942. 172 p. \$2.00.
- HOLLAND, KENNETH, AND HILL, FRANK E.—*Youth in the CCC*. Washington, D. C.: American Youth Commission, 744 Jackson Place. 1942. 263 p. \$2.25.
- LEONARD, EDITH M.; MILES, LILLIAN E.; AND VAN DER KAR, CATHERINE S.—*The Child at Home and School*. New York: American Book Company. 1942. 850 p. \$3.60.
- MCCORMICK, HUBERT J.—*Enriching the Physical Education Service Program in Colleges and Universities*. New York: Bureau of Publications, Teachers College, Columbia University. 1942. 134 p. \$1.85.
- MILES, J. ROBERT—*Recordings for School Use*. A catalog of appraisals. Yonkers-on-Hudson, New York: World Book Company. 1942. 250 p. Paper covers. \$1.25.
- NEW YORK STATE EDUCATION DEPARTMENT—*The Activity Program. A Curriculum Experiment*. Report of a Survey of the Curriculum Experiment with the Activity Program in the Elementary Schools of the City of New York. Brooklyn, New York: Superintendent of Schools, 110 Livingston Street. 1941. 182 p. Paper covers. \$1.00.
- NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS—*General Education in the American High School*. Chicago, Illinois: Scott, Foresman and Company. 1942. 319 p. \$2.25.
- NYSWANDER, DOROTHY B.—*Solving School Health Problems*. New York: The Commonwealth Fund, 41 East Fifty-Seventh Street. 1942. 377 p. \$2.00.

OTTO, HENRY J., AND OTHERS—*Community Workshops for Teachers in the Michigan Community Health Project*. Ann Arbor, Michigan: University of Michigan Press. 1942. 303 p. \$2.00.

PIERCE, PAUL R.—*Developing a High School Curriculum*. New York: American Book Company. 1942. 367 p. \$2.50.

QUIGLEY, HAROLD S.—*Far Eastern War, 1937-1941*. Boston: World Peace Foundation, 40 Mt. Vernon Street. 1942. 369 p. Paper covers. \$1.00.

RAU, ROSCOE R., AND SHAW, WALTER F.—*Selling Home Furnishings*. A Training Program. United States Office of Education Vocational Division Bulletin No. 216. Washington, D. C.: Superintendent of Documents. 1941. 275 p. Paper covers. 45 cents.

RITTER, E. L., AND SHEPHERD, L. A.—*Methods of Teaching in Town and Rural Schools*. New York: The Dryden Press, 103 Park Avenue. 1942. 492 p. \$2.40.

SALT, E. B.; FOX, G. I.; DOUTHETT, E. M.; AND STEVENS, B. K.—*Teaching Physical Education in the Elementary School*. New York: A. S. Barnes and Company. 1942. 340 p. \$2.00.

SARGENT, PORTER—*Education in Wartime*. Boston: The Author, 11 Beacon Street. 1942. 224 p. \$1.50.

SEAY, MAURICE F., AND MCGLOTHLIN, WILLIAM J.—*Elementary Education in Two Communities of the Tennessee Valley*. Lexington, Kentucky: Bureau of School Service, College of Education, University of Kentucky. 1942. 182 p. Paper covers. 50 cents.

SMITH, EUGENE R., AND TYLER, RALPH W.—*Appraising and Recording Student Progress*. New York: Harper and Brothers. 1942. 550 p. \$3.00.

SMITH, SAMUEL; CRESSMAN, GEORGE R.; AND SPEER, ROBERT K.—*Education and Society*. New York: The Dryden Press, 103 Park Avenue. 1942. 428 p. \$2.40.

STOUT, DORMAN G.—*Teacher and Community*. Yonkers-on-Hudson, New York: World Book Company. 1941. 236 p. No price given.

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PAMPHLETS

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AMERICAN EDUCATIONAL RESEARCH ASSOCIATION—*School Plant and Equipment*. Review of Educational Research, Volume 12, Number 2. Washington, D. C.: American Educational Research Association, 1201 Sixteenth Street, N. W. April, 1942. 254 p. Paper covers. \$1.00.

AREY, CHARLES K.—*Science Experiences for Elementary Schools*. New York: Bureau of Publications, Teachers College, Columbia University. 1942. 98 p. Paper covers. 95 cents.

Art Education Today, 1942. *Art and the Community*. New York: Teachers College, Columbia University. 1942. 86 p. Paper covers. \$1.25.

AYENT, JOS. E.—*Tennessee State-Wide Testing Program for High Schools*. Report on What Pupils Learn in the High School Major Subjects. Knoxville, Tennessee: University of Tennessee. February, 1942. 23 p. Paper covers. No price given.

BEUST, NORA E.—*Our Neighbor Republics*. A Selected List of Readable Books for Young People. Washington, D. C.: United States Office of Education. Undated. 26 p. Paper covers. Free.

BEUST, NORA E.—*School Library Administration*. An Annotated Bibliography. United States Office of Education Bulletin 1941, Number 7. Washington, D. C.: Superintendent of Documents. 1941. 82 p. Paper covers. 15 cents.

BLAISDELL, DONALD C.—*Government Under Pressure*. Public Affairs Pamphlets No. 67. Chicago: Silver Burdett Company. 1942. 31 p. Paper covers. 10 cents.

BOROOK, HENRY, AND HUSE, WILLIAM—*Vitamins for Health*. Public Affairs Pamphlet No. 69. Chicago: Silver Burdett Company. 1942. 32 p. Paper covers. 10 cents.

CENTRAL MICHIGAN COLLEGE OF EDUCATION—*College and Community*. A study of opportunities for college students to serve the community. Mt. Pleasant, Michigan: Central Michigan College of Education. 1942. 30 p. Mimeographed. Free.

Civilian Morale Service. How to Participate. Washington, D. C.: United States Office of Education. 1942. 28 p. Paper covers. Free.

Community Surveys by Rural High Schools. A Preliminary Report of the Experiences of Several Rural Community High Schools in Wisconsin, 1938-41. Madison, Wisconsin: Agricultural Experiment Station, University of Wisconsin. 1941. 66 p. Mimeographed. Free.

CUSHMAN, ROBERT E.—*What's Happening to Our Constitution*. Public Affairs Pamphlet No. 70. Chicago: Silver Burdett Company. 1942. 34 p. Paper covers. 10 cents.

- DELMIA, AGNES; BAXTER, TOMPSIE; AND FRANCIS, THOMAS J.—*South of the Rio Grande. An Experiment in International Understanding.* New York: Bureau of Publications, Teachers College, Columbia University. 1942. 74 p. Paper covers. 75 cents.
- DUNBAR, CLARENCE P., AND TAYLOR, JOHN W.—*Man Power Planning for Victory.* Bureau of Educational Research Monograph Series No. 2. Baton Rouge, Louisiana: Louisiana State University. 1942. 52 p. Mimeographed. 10 cents.
- The Education of Free Men in American Democracy.* Proceedings, Inland Empire Curriculum Society, April 7-9, 1942. Curriculum Bulletin No. 56. Eugene, Oregon: University Cooperative Store. 1942. 36 p. Mimeographed. 50 cents.
- Education's Role in War and in Reconstruction.* New York: Progressive Education Association, 221 West Fifty-Seventh Street. 1942. 21 p. Paper covers. 25 cents.
- EMERSON, RUPERT—*The Netherlands Indies and the United States.* America Looks Ahead Series No. 6. Boston: World Peace Foundation, 40 Mt. Vernon Street. 1942. 92 p. Paper covers. 25 cents.
- Federal Aid for Education. A Review of Pertinent Facts.* Washington, D. C.: National Education Association, 1201 Sixteenth Street, N. W. 1942. 31 p. Paper covers. 25 cents.
- FORKNER, H. L., Editor—*Adjusting Business Education to War Needs.* New York: New York University Bookstore, Washington Square East. 1942. 76 p. Paper covers. 25 cents.
- FRUTCHY, FRED P., AND OTHERS—*Evaluation Studies in 4-H Club Work.* Washington, D. C.: United States Department of Agriculture, Extension Service. Mimeographed. No price given.
- Circular 369: *Educational Growth in the 4-H Dairy Project Massachusetts, 1939-40.* 1941. 28 p.
- Circular 378: *Educational Growth in the 4-H Sheep Project Missouri, 1939-40.* 1942. 22 p.
- Circular 382: *Educational Growth in the 4-H Clothing Project Missouri, 1939-40.* 1942. 34 p.
- Group Planning and Action in Teacher Education.* Addresses at the Fifth Annual Joint Conference on Teacher Education in the United States. Reprinted from the Twenty-First Yearbook of the American Association of Teachers Colleges, 1942. Washington, D. C.: American Council on Education, 744 Jackson Place. 27 p. Paper covers. Free.
- HUGHES, EUGENE H., Editor—*Business Education Index, 1941.* Sponsored by Delta Pi Epsilon Fraternity. New York: The Business Education World, 270 Madison Avenue. 1942. 56 p. Paper covers. \$1.00.
- INDIANA DEPARTMENT OF PUBLIC INSTRUCTION—*Guidance Research Bulletin.* Indianapolis, Indiana: Department of Public Instruction. 1942. 33 p. Paper covers. 25 cents.
- INDIANA UNIVERSITY, EXTENSION DIVISION—*Audio-Visual Teaching Aids.* Volume 27, No. 1. Bloomington, Indiana: Extension Division, Indiana University. 1941. 130 p. Paper covers. Supplement to accompany, 1942. 10 p. Mimeographed. Free.
- INDIANA UNIVERSITY, EXTENSION DIVISION—*Films for the Home Front.* News, Volume 2, No. 6. Bloomington, Indiana: Extension Division, Indiana University. 1942. 7 p. Mimeographed. Free.
- KILLIAN, LEWIS M.—*The Georgia Rural Youth Council.* Athens, Georgia: University of Georgia. 1942. 22 p. Paper covers. No price given.
- LEE, IRVING J.—*A Way with Prejudice.* New York: Council for Social Action, 289 Fourth Avenue. 1942. 39 p. Paper covers. 15 cents.
- LELAND, SIMEON E.—*Financing World War II. An Experimental Technique Applied to Conflicting Views.* New York: Public Affairs Committee, 30 Rockefeller Plaza. 1942. 47 p. Paper covers. 25 cents.
- LIGON, MOSES E.—*A History of Public Education in Kentucky.* Volume 14, Number 4. Lexington, Kentucky: Bureau of School Service, College of Education, University of Kentucky. 1942. 369 p. Paper covers. 50 cents.
- LUND, JOHN—*Education of School Administrators.* United States Office of Education Bulletin 1941, Number 6. Washington, D. C.: Superintendent of Documents. 1942. 155 p. Paper covers. 20 cents.
- MCCALL, WILLIAM A., AND HERRING, JOHN P.—*Comprehensive Curriculum Test for Junior and Senior High Schools.* New York: Bureau of Publications, Teachers College, Columbia University. 1942. 4 p. Paper covers. Specimen set, 25 cents.
- MCCALL, WILLIAM A., AND HERRING, JOHN P.—*My Personality Growth Book for Junior and Senior High Schools, Colleges, Adults.* New York: Bureau of Publications, Teachers College, Columbia University. 1941. 5 p. Paper covers. Specimen set, 30 cents.
- MCGREGOR, A. LAURA, AND UNITED STATES OFFICE OF EDUCATION—*Living Democracy in Secondary Schools.* Education and National Defense Series Pamphlet No. 7. Washington, D. C.: Superintendent of Documents. 1941. 31 p. Paper covers. 15 cents.
- MABEE, ELSIE—*Young Nutritionists in Action.* Teachers' Lesson Unit Series No. 103. New

- York: Bureau of Publications, Teachers College, Columbia University. 1942. 26 p. Paper covers. 40 cents.
- MINNESOTA OFFICE OF CIVILIAN DEFENSE—*Education Handbook No. 1*. St. Paul, Minnesota: Welfare Defense Advisory Committee, Globe Building. 1942. 30 p. Paper covers. 25 cents.
- MINNESOTA, UNIVERSITY OF, CENTER FOR CONTINUATION STUDY—*General Report. The Curriculum Institute, February 5, 6, 7, 1942*. Minneapolis: College of Education, University of Minnesota. 1942. 111 p. Mimeographed. Free.
- MITCHELL, LUCY SPRAGUE; BOETZ, JOHANNA; AND OTHERS.—*The People of the U. S. A. Progressive Education Association Service Center Booklet 1*. New York: Progressive Education Association, 221 West Fifty-Seventh Street. 1942. 135 p. Paper covers. \$1.00.
- NATIONAL EDUCATION ASSOCIATION—*Problems in American Life Series*. Washington: The Association, 1201 Sixteenth Street, N. W. 1942. Paper covers. 30 cents.
- Unit No. 1: *How Our Government Raises and Spends Money*, by Mabel Newcomer and Edward A. Krug. 80 p.
- Unit No. 2: *American Youth Faces the Future*, by Floyd W. Reeves and Howard M. Bell. 72 p.
- Unit No. 3: *Man and His Machines*, by William F. Ogburn. 56 p.
- Unit No. 4: *Recreation and Morale*, by Jesse F. Steiner. 72 p.
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